



EGGBUCKLAND
COMMUNITY COLLEGE
Everyone can



Recruitment

Pastoral Leader

*Everyone can...
be exceptional.*

Dear Candidate

I am delighted that you are interested in applying for the role of Pastoral Leader at Egguckland Community College.

Egguckland is a wonderfully caring and positive College who put students at the centre of everything we do. We have extremely high expectations of our students and pride ourselves in our 'Everyone Can' ethos. We firmly believe that every student deserves a great education, regardless of their starting point and are committed to enabling all students to flourish academically and develop into exceptional young people.

At Egguckland, we have extremely strong systems and routines, coupled with excellent pastoral care; this enables our students to thrive. In lessons, students are encouraged to develop a love of learning, to think for themselves and to work hard so they maximise their full potential. As part of Westcountry Schools Trust, we work collaboratively within our family of schools to ensure that all students and staff have to best possible experiences and opportunities. I look forward to reading your application.

Yours faithfully

Heather Lilley



Heather Lilley
Principal



Our Mission, Vision and Values

Our Mission

At Eggbuckland, we will foster:

A climate where *effort* prevails, above all else;

A curriculum which inspires *curiosity*: accessible and ambitious for all;

A community where *difference* is celebrated and *character* is shaped.

Our Vision

To be recognised as a great school where students receive a great education, regardless of their starting point.

Graduates of Eggbuckland will have the power to understand themselves and the world around them and have the confidence to realise their ambitions; they will be exceptional.

Our Values



Tenacity

"I have a goal and work hard to achieve it"

"I seek challenges to improve myself"

"I view setbacks as an opportunity for learning"



Integrity

"I am strong and stand up for what is right"

"I am honest"

"I am guided by strong moral principles"



Compassion

"I allow the voice of others to be heard"

"I accept people for who they are"

"I relish opportunities to improve the fortune of others"



Knowledge

"I am committed to instilling knowledge to my long term memory"

"I value the link between knowledge and increasing my learning and life chances"

"I utilise all opportunities to increase my wider knowledge"



From the Trust

Welcome to Westcountry Schools Trust (WeST); a tight-knit family of schools based around natural geographical proximity in the South West.

Initially formed as a small multi academy trust of only two schools in 2011, the Trust has experienced several iterations of growth and change.

In essence, WeST as we recognise it today, was launched in September 2017 with the ambition of delivering exceptional education for 2-19 years olds with the additional ability to provide postgraduate study through The WeST Training Institute (WTI).

The WeST family now extends to 31 schools of which 8 are secondary and 23 primary. All 23 primary schools naturally transition children into a WeST secondary school, an area of work we wish to further strengthen as our work matures.

WeST holds a firm belief in giving each child every opportunity to learn and succeed in all that they do.



Nat Parnell

Chief Executive Officer

Westcountry Schools Trust

Whilst we are a family of schools who share common values and beliefs, all our schools are unique and hold their own identity. We believe that by working collectively, sharing what works well and jointly developing best practice, we are stronger together and can provide the very best education for our children in our geographical area.

We have a pride in our schools, staff and children, and thrive on the constant challenge to do better. All our children are our collective responsibility.

Trust Vision, Mission and Values

While all our schools retain their own identity, we are a united family who share a common Vision, Mission, and Values. We believe that by working collectively, we are stronger and can provide the very best education for our children.



Vision

Every child in a great school



Mission

Empowering children to impact positively on society



Values

Collaboration, Aspiration,
Integrity, Compassion



WESTCOUNTRY
SCHOOLS TRUST

Job Description

Job title

Pastoral Leader (non-teaching) Maternity Cover

Responsible to

Head of Year

Grade

Grade E SCPI5-20 FTE £30,024—£ 32,597

Actual Salary: £25,715.27—£ 27,919.03

Responsible for

N/A

Hours

37 hours a week / 39 weeks per year

Job Purpose:

To work within the Inclusion Team and your partner Head of Year to deliver outstanding pastoral provision across specified year groups. Hold responsibility for the pastoral care of the allocated year group(s) and raise complex matters to senior and middle leaders as appropriate. Promote a positive ethos within the year group which sets high standards and expectations with regard to behaviour, welfare, attendance and personal development. Ensure the students within their care are able to access and maximise their learning experiences at Eggbuckland Community College. Support the systems, high expectations and supervision of students in The Compass.

Key Roles and Responsibilities – General:

- Be an effective role model for the standards of behaviour expected of students and staff.
- Triage student queries on a daily basis to provide relevant information, advice, and guidance. Identifying and meeting the welfare needs of students within their care. Capturing accurate records and maintaining confidentiality appropriately. Processing of sensitive and potentially distressing information, highlighting relevant concerns to senior leaders where applicable. Engaging internal stakeholders such as tutor or DSL.
- Be the first responder and point of contact for parents who contact the school with concerns about students, providing solutions and information.
- Positively contribute to the school and Trust's mission, vision and values.
- Create and maintain effective working relationships by promoting a creative and collaborative working environment.
- Meet regularly with your Head of Year to discuss student progress against all indicators: academic, attendance, pastoral, social. Proactively inputting on feedback and considerations for progress indicators.
- Coordinate with a team of tutors in ensuring students are fully supported to access their learning.
- Work one-to-one and in groups with disengaged students whose relationships are a barrier to learning, supporting them in ways of improving their engagement.
- Co-ordinate with SEND and other teams to ensure that provision is efficient and effective.
- Work alongside the SENDCo and the Inclusion Team to provide staff with information and support that will enable them to better understand students' needs.
- Provide consistent supervision during the school lunch breaks, focusing on positive engagement and community-based activities. This will be mainly based outside in the social areas, monitoring and supporting play, ensuring safe and fair play.
- Complete daily duties in The Compass to support students across all Year groups.
- Ensure the health and safety and good behaviour of students in The Compass.

Key Roles and Responsibilities – Behaviour, Attitudes and Attendance:

- Support students in developing positive and respectful relationships with all members of the school community, leading to a sense of belonging and community cohesion.
- Use behaviour and attitude data to inform actions to provide appropriate support and intervention to lead to student improvement.
- Support behaviour management systems within the school with a specific focus on allocated year group needs.
- Take a proactive approach to attendance management, working with colleagues within the school and Trust to increase attendance levels for allocated year group(s).
- Demonstrate a commitment to improving attendance by supporting students and their families with solutions relevant to the needs of individual students.
- Take a lead responsibility for implementation of relevant actions, with the support of the Attendance Lead and Attendance Officer to supply relevant data / analysis.
- Conduct home visits, supported by the Attendance Lead or Officer, to engage students and key stakeholders.
- Work in collaboration with the Attendance Team, Safeguarding Team and the SEND Department in consistently applying the Graduated Approach to Pupil Support and Intervention.
- To support with the completion of welfare checks on the students where appropriate throughout the school day.

Key Roles and Responsibilities – Personal Development:

- Support in developing Student Voice and leadership opportunities.
- Support extra-curricular activities and enrichment opportunities.
- Lead the celebration and recognition of students' endeavours and achievements.
- Ensure that students are consistently recognised and rewarded to create a culture of celebration and achievement.

Key Roles and Responsibilities – Safeguarding:

- Make referrals, where necessary, to the DSL/Deputy DSL to report any safeguarding concerns.
- To be part of the wider safeguarding team for the College (Level 3 trained)
- Make referrals to and liaise with external agencies. Acting as a key contact on behalf of the school for external agencies. Research and identification of appropriate external agencies to support student needs.
- Keep accurate and appropriate records. Ensure confidentiality of sensitive information. Utilise a variety of software programmes, including CPOMS, Provision Map, Class Chart, etc. Ensure a system of information storage both electronic and paper which is GDPR compliant and consistent with whole school operations.
- Use CPOMS logs effectively to identify patterns and inform interventions. Communicate clearly, effectively and promptly with parents/carers and keep them fully informed of their child's progress, and thus promoting a well-informed, positive and collaborative partnership between the home and the school.
- Comply with and promote all Trust policies, including Safeguarding, Health and Safety, and Equality and Diversity.
- Ensure strict confidentiality in all areas of work.
- Comply with the school's Child Safeguarding Procedures, including regular liaison with the Safeguarding Team over any safeguarding issues or concerns.

This is a description of the main roles and responsibilities of the post at the date of production. The responsibilities may change over time as requirements and circumstances change. The person in the post may also be asked to carry out other duties commensurate with the grade as may be necessary from time to time

Signed: _____ Date: _____

Signed: _____ Principal _____ Date: _____

Person Specification

E = Essential, D = Desirable

	Essential or Desirable	Application Form	Interview (or other selection activity)
Qualifications:			
Attainment of GCSE qualifications to include Grade A* - C in Maths and English	E	X	
Attainment of level 3 qualifications or equivalent (e.g.: A Levels, AVCE)	E	X	
Pastoral related qualifications for example, counselling, emotional logic, mental health, self-harm, suicide prevention	D	X	
Level 3 Child Protection and Safeguarding	D	X	
Experience:			
Experience of using computerized packages	E	X	X
Relevant work experience within a school/ college environment	E	X	X
Experience of working in a busy, fast paced environment	E	X	X
Experience of communicating effectively with parents/carers effectively and other stakeholders	E	X	X
Experience of multi-agency meetings and outside agency liaisons	E	X	X
Experience of providing information, advice and guidance to secondary school learners.	E	X	X
Experience identification and assessment of student welfare needs	E	X	X
Knowledge, Skills and Abilities:			
Ability to prioritise own workload and manage competing demands	E	X	X
Working independently with access to supervision as required	E	X	X
Use of various software programmes for the accurate recording and reporting of information	E	X	X
Knowledge and understanding of safeguarding	E	X	X
Ability to build effective working relationships with a variety of stakeholders and disengaged students.	E	X	X

Ability to communicate, both verbal and written, with a variety of audiences, and including sensitive information.	E	X	X
A working understanding of confidentiality and GDPR	D	X	X
Problem solving skills	E	X	X
Knowledge of external agencies who support various student/family needs, or ability to research relevant sources.	D	X	X
Good ICT skills including spreadsheet skills and word processing	E	X	X
Good communication and interpersonal skills	E	X	X
Organization skills	E	X	X
Further Requirements:			
Reliable	E	X	X
Discreet and confidential	E	X	X
Able to work on own initiative and in a team	E	X	X
Comfortable with young people	E	X	X
Able to demonstrate the willingness, commitment and ability to safeguard and promote the welfare of college students	E	X	X
Values-based Behaviours			
Compassion			
Recognising need in others and acting with positive intention to promote well-being and improve outcomes			X
Aspiration			
Works to high expectations, modelling the delivery of high-quality outcomes			X
Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence			X
Integrity			
Acting always in the interests of children and young people,			X
Acting with a consistent and uncompromising adherence to strong moral and ethical principles			X
Communicating with transparency and respect, creating a working environment based on trust and honesty			X
Collaboration			
Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others			X

Additional Information

Westcountry Schools Trust is committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974; pre-employment checks will be carried out, references will be sought and successful candidates will be subject to an enhanced DBS check and other relevant checks with statutory bodies.

Equal Opportunities

In fulfilling its aims and objectives, Westcountry Schools Trust actively seeks to achieve equality of opportunity and treatment for all members of the school community.

We will continuously strive to ensure that everyone is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability. The school works actively to promote equality and foster positive attitudes. WeST is committed to combatting all forms of discrimination by implementing positive policies and practices in compliance with the Equality Act 2010.

Procedures

All appointments are subject to pre-employment checks. That means:

- We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. A copy of our Child Protection Policy & Safeguarding Policy is available at: <https://www.westst.org.uk/attachments/download.asp?file=2101&type=pdf>
- Your identity will be confirmed by sight of original, official documents such as a Birth Certificate, Passport etc. in line with the Asylum and Immigration Act 1996
- Original documents relating to all the qualifications you have listed on your application form must be supplied
- Your employment history will be thoroughly examined and clarification will be sought where there are gaps or other discrepancies arising from information provided either by you as the candidate or your referee
- References will be used to check dates of employment and your relevant experience. A minimum of two written references will be taken up and these references will be requested before the interview. References should cover the last 3-5 years' work history, as a minimum
- An online search of shortlisted candidates will be conducted in accordance with Part Three 'Safer Recruitment' of Keeping Children Safe in Education statutory guidance.
- The identity of referees and information relating to disclosures will be verified
- You will be required to provide details of any relevant unspent or spent convictions in accordance with the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) Order 1986
- An enhanced Disclosure and Barring Service (DBS) check will be requested. This check will be cross referenced against the Protection of Vulnerable Adults list (PoVA), the Protection of Children Act (PoCA) list and List 99. These lists contain details of people deemed unsuitable to work with children or vulnerable adults. Please note that it is an offence to apply, offer or accept to do any work with children (paid or unpaid) if disqualified from working with children. Applicants will be challenged where inconsistencies exist. Please be aware that a firm offer of appointment will only be made after receipt and verification of all satisfactory checks. Westcountry Schools Trust will carry out these checks and should you fail these checks, our offer of employment will be withdrawn.
- For information of how we use your data please click on this link— [Westcountry Schools Trust Recruitment information](#).



