



Application Pack

Pastoral Coordinator

Required as soon as possible

Harper Green School

Visitors Reception

Discovering dreams • Achieving ambitions • Transforming lives



April 2026

Welcome to the school

Dear Potential Colleague

Thank you for expressing an interest in joining Harper Green School. Within this pack, you will find information about the school, job role of **Pastoral Coordinator** and the application process.

We are looking to appoint an enthusiastic and reliable individual to work within our team of dedicated staff and welcome applications from candidates with the relevant skills and experiences. The ability to interact positively with our students and staff is essential to fulfil the role we are advertising.

Harper Green School is a dynamic secondary school situated in the South of Bolton and serves a varied community catering for students of all abilities and backgrounds. We seek not only to enable students to achieve their academic potential but also to develop the character, skills and values needed to be successful in life and make a positive contribution to society as a whole.

To these ends, we have excellent facilities, alongside a talented and highly committed staff, both teaching and associate. This allows us to provide a broad and balanced curriculum as well as the diverse opportunities in extra-curricular learning which are so crucial to developing wider skills and confidence in students.

Our vision is to ensure that all our students achieve the highest possible standards in all they do. We aspire to promote independence, together with a sense of responsibility whilst striving for academic excellence. We seek to encourage and motivate our students to achieve their full potential within a vibrant and purposeful environment which respects the rights and needs of all individuals so that they are able to acquire the necessary skills for successful adult lives.

We continuously strive to improve outcomes for students. The hard work of both staff and students in embedding excellent subject pedagogy is a credit to their commitment to achieving the highest standards for all. Harper Green School is on a new and exciting journey as an integral part of the Leverhulme Academy Trust.

This is an exciting opportunity to be part of the drive to make Harper Green School a place which delivers high quality teaching and learning together with positive pastoral support and guidance.

Thank you in advance for the interest you have shown.

Yours faithfully

Michelle Jefferies
Director of Resources





Welcome to Harper Green High School

Part of Leverhulme Trust

As a school, we are proud of the achievements of our students and the successes they achieve. Our highly professional, motivated and creative staff are dedicated to ensuring each child flourishes in a safe and happy environment. Our beliefs are simple: each individual leaves Harper Green with the qualifications and skills needed to realise their ambitions. At Harper Green, we challenge students to explore the furthest reaches of their intellectual, creative, physical and emotional capabilities so that they realise their own infinite potential.

Students at Harper Green foster a love of learning that stays with them beyond leaving the school after year 11. All our staff share a relentless commitment to ensuring that every lesson is engaging, challenging and suited to the learning needs of each individual. This is underpinned by a strong pastoral team that creates an inclusive environment where every child feels supported, safe, happy and valued.

Our Ethos and Values

At Harper Green, we recognise that all students are unique with individual talents and needs. As a community, we identify, nurture and develop these talents in an atmosphere of trust and mutual respect. Our students leave Harper Green with the qualifications needed to realise their ambitions and foster a love of learning that remains with them into their adult life. Students of Harper Green make valuable contributions to society as well-rounded citizens.

As a successful school, we challenge students to explore the furthest reaches of their intellectual, creative, physical, and emotional capabilities to realise their own infinite potential. Our students see learning as a lifelong challenge, enabled by a philosophy of boundless opportunities; students take a responsibility to be central to their own development, striving for constant improvement in a safe environment that fosters strong spiritual and cultural understanding and respect.

Harper Green is the platform for young people to develop into global citizens that can make a valued contribution to society. It is the learning, social and cultural experiences our young students have at Harper Green that are pivotal in shaping the people they become and provides them with the aptitude, achievements, and opportunities to access life beyond school.

Ofsted 2023

I am delighted that Ofsted has recognised all that we do here together at Harper Green for our students and community, and that our values underpin who we are and what we stand for.

Ofsted recognised the quality of relationships and strength of our community and fed back how well our staff know our students as individuals, acknowledging that positive relationships are at the heart of all we do. The Ofsted team recognised that what they saw throughout the two days spent with us is what happens day in, day out at our school.

Harper Green is a caring community, and this well-deserved judgment is a culmination of the hard work, dedication and collaboration of our staff; the pride and 'we are HARPER' attitudes of our fantastic children: [Link to Ofsted Report](#)

“I’ve grown by working with excellent practitioners.”

Outgoing Head of Department



“Discovering dreams, achieving ambitions and transforming lives.”

Harper Green School is part of Leverhulme Church of England and Community Trust. As a Trust, we work together to ensure that all students receive an excellent education irrespective of their starting point. We relish the opportunity to be a part of the much-needed regeneration of areas we work in and wish to play a full role in the wider community.

Vision

The vision of Leverhulme is to provide the highest quality of education that creates a community of happy, successful and well-rounded individuals who can flourish and make a difference in our world.

Mission

Discovering dreams, achieving ambitions, and transforming lives.

Staff Values

Our values underpin our mission and provide the basis on which we will achieve our vision.

- **Students First:** We put our students at the heart of all our decisions
- **High Expectations:** We have high expectations of both ourselves and others
- **Integrity:** We do the right thing

Student Values

- **Take part**
- **Work hard**
- **Do the right thing**

Mr Paul Roach

CEO

Leverhulme Trust



“An outstanding community school which has had a massively positive impact on the local community.”

Outgoing Assistant Headteacher

Our staff benefits

Working for Leverhulme Academy Trust is rewarding in many ways, with benefits designed to support wellbeing, security and work–life balance. We know that to achieve our vision, it is our colleagues who make the difference.

We offer a competitive and thoughtfully designed rewards and benefits package to support colleagues at every stage of their career.

Pay and Pensions

We offer competitive pay and conditions aligned with national frameworks:

- **National Terms and Conditions:** National terms and conditions in line with the School Teachers' Pay and Conditions Document (STPCD), the Burgundy Book (for teachers) or the NJC Green Book (for support staff).
- **Pension Scheme:** Automatic enrolment into either the Teachers' Pension Scheme or the Local Government Pension Scheme, both offering generous employer contributions (with the option to opt out)
- **Trade Union Recognition:** We actively recognise trade unions and work closely with them to ensure staff interests are represented. We meet regularly with union representatives through our Trade Union Recognition Agreement, providing a forum for open discussions on issues that matter to our staff.

Everyday Benefits

We aim to make working life as enjoyable, convenient and rewarding as possible. Our everyday benefits include:

- Cycle to Work scheme via salary sacrifice
- Free eye tests through our partnership with Specsavers
- Free annual flu vaccinations
- Blue Light Card eligibility, providing access to a wide range of discounts
- Electric vehicle charging points available across our schools to support greener travel

Financial Wellbeing Support

We are committed to supporting the financial wellbeing of our staff:

- **Mortgage and Will-Writing Service:** Free, confidential advice on mortgages and will-writing is available to all staff and their families, provided by Radcliffe & Newlands.

Health and Wellbeing

The Trust places a strong emphasis on creating a positive, healthy, and supportive work environment:

- **Wellbeing Half Day:** Staff can request a wellbeing half day to recharge and focus on personal wellbeing.
- **Mental Health First Aiders:** Mental Health First Aiders in every school, alongside a clearly signposted Leverhulme Ladder of Support.
- **Wellbeing Ambassadors:** Representing every department, with protected time to support staff wellbeing.
- **Staff Wellbeing Portal:** Provides support for mental, physical and financial wellbeing.
- **Trust Menopause Ambassador:** Offering guidance, support and resources.
- **Flexible Working:** We provide flexible working options and are open to discussing individual needs in line with role responsibilities, wherever possible.

Occupational Health and Employee Support

All staff have access to comprehensive, confidential support through Smart Clinic, a specialist occupational health provider for the education sector:

- **24-hour Employee Assistance Programme:** Access to confidential support services including legal advice and a range of different support.
- **Counselling:** Counselling and CBT, available remotely or face to face.
- **Physiotherapy:** Staff have access to both remote and in-person physiotherapy.

Learning, Development and Career Growth

We are committed to the continuous professional development of all staff:

- **Professional Development Conversations:** Instead of traditional performance management, the Trust offers supportive, collaborative conversations focused on professional growth. Pay progression for teachers is no longer linked to performance evaluations and we have an extensive CPD menu for both teaching and support staff.
- **The National College:** Staff can access a range of professional development resources, training and courses to support their growth and career progression.

Listening to Our Staff

Employee feedback is essential to our Trust. Through our annual staff wellbeing survey and wellbeing suggestion boxes across all schools, we ensure the needs of our staff are understood and addressed.

Reducing Workload Through Technology

We actively invest in digital solutions to support efficiency and reduce workload, including AI tools such as TeachMate and Microsoft Copilot.

Recognition, Rewards and Engagement

We celebrate our staff and recognise the positive contributions that make Leverhulme Trust such a great place to work.

- **Leverhulme VIP Awards:** Our VIP Awards honour staff who exemplify our Trust values of maintaining high expectations, demonstrating integrity and putting students first.
- **Pride in Our Trust:** 87% of staff report feeling proud to tell others that they work at Leverhulme Trust.
- **12 Days of Christmas Campaign:** A Trust-wide initiative celebrating staff in the lead-up to Christmas.
- **Employee Referral Scheme:** We celebrate staff helping us find great talent with £250 rewarded for each successful employee referral.

Equality, Diversity and Inclusion

We are committed to challenging discrimination and celebrating the diversity of our people. Our Wellbeing Calendar recognises national awareness days centred around health, diversity and inclusion. This helps us create a supportive and inclusive workplace where everyone feels valued and informed.

“The support staff give to students is incredible.”

Outgoing Head of Department



Job Description

Job title: Pastoral Coordinator
Grade: F
Reports to: Director of Resources
Deputy Headteacher - Pastoral
Head of Year

Line management responsibility: N/A

Key Duties and Responsibilities:

Year Team Responsibilities

- Uphold the Trusts mission, vision and values.
- Uphold all Trust and School policies and procedure.
- To be responsible in the first instance to the relevant Head of Year to co-ordinate the activities of the year team members, including form tutors;
 - Ensuring the highest possible standards of behaviour within the year group and developing a system of positive rewards in recognition of this.
 - Ensuring the effective supervision of attendance, punctuality, behaviour, dress and the general welfare of each individual child.
 - Co-ordinating year group activities.
 - Highlighting areas to improve and sharing best practice across the year group.
- To identify and remove barriers to effective learning, thereby helping to foster the highest possible academic standards throughout the year group. This will include;
 - Providing support, advice and guidance to students, relating to their social, hygiene, health and emotional needs.
 - Identifying the need for additional support in school and with external agencies.
 - Referring students for support, sharing appropriate information with colleagues, parents/carers and external agencies.
 - Having a positive impact on all students within the year group, acting as a role-model to staff and students alike.
 - Developing a sound understanding of the school curriculum.
 - To monitor the progress of individuals at regular intervals and to review and set new targets as and when appropriate.
- To work in conjunction with the data team, utilising referral information to identify students at risk of disengagement (attendance, behaviour, academic under-achieving). To work with these challenging students to increase motivation, change negative behaviour patterns and improve attainment.
- To monitor and contribute to the development of associated pastoral care policies and practices, including evaluating and benchmarking whole school policies and their impact upon the year group, suggesting and implementing change as appropriate.
- To develop close working relationships with Head of Department and the Head of BSC in order to;
 - Identify, monitor and review successful learning strategies for individuals, challenging students.
 - Establish effective structures and processes for dealing with behaviour issues, including redirecting students as appropriate
 - Promote effective teaching/learning processes, sharing best practice across the school for individual students.
- To assist with the control and smooth running of year group assemblies, taking responsibility for the preparation and delivery as and when necessary

- To work alongside the Attendance Officer in identifying barriers to full attendance/punctuality and developing strategies to improve and encourage whole school attendance and complete home visits as requested.
- To complete administrative tasks associated with the year group. This will include;
 - Taking/typing/distributing meeting minutes for Year Team meetings
 - Updating student records (paper files and via the relevant IT systems)
 - Collating information and producing reports to support/inform decision-making (e.g. regarding attendance, behaviour, exclusion etc)
 - Following up 'unauthorised absences' in conjunction with the Attendance Officer, highlighting any need for further intervention.
 - To prepare information for meetings with parents and carers (including Parents' Evenings), accessing paper student file and data for the school's ICT systems.
 - Co-ordinating work for students who are absent/on home study.
- To take responsibility for the creation, development, communication and implementation of Pastoral Support Plans for individual students. This will include liaising with other agencies, monitoring progress, keeping accurate records and highlighting on-going challenges to the appropriate colleagues.
- To attend meetings and complete appropriate induction for new students, welcoming them into school and distributing relevant information to the appropriate staff;
- To establish and maintain open, constructive communication with parents and carers – often being the first point of contact within the school, fostering strong relationships between home and school;
- To support the transition of KS2 students when in year 7, liaising with primary school and external agencies and ensuring relevant data is received, recorded and distributed to appropriate staff;
- **Behaviour Support Responsibilities**
- To be the first point of contact in the agreed referral chain/behaviour policy where the behaviour of individual/groups of students warrant this, utilising one's own initiative and independence. This will include;
 - Contacting parents and carers, meeting with them to secure their on-going support.
 - Identifying and applying appropriate sanctions.
 - Representing the year group at Intervention Meetings – highlighting students causing on-going challenges regarding behaviour and applying appropriate sanctions.
 - Monitoring on-going behaviour – identifying trends and implementing solutions.
 - Escalating concerns to the appropriate Head of a Key Stage.
- To investigate losses, offences, vandalism and poor behaviour of students within the year. Following up where necessary with appropriate sanctions and contact with parents/carers;
- To complete praise patrol for the relevant year group.
- To make effective use of available data to identify behavioural issues and manage them appropriately – this will include running reports, sharing best practice within the Pastoral Team.
- To implement, monitor and evaluate relevant strategies to promote positive behaviour
- **Whole School Responsibilities**
- To play an active part in safeguarding students, following school/Children's Services established procedures and guidance. This will include;
 - Identifying/responding to concerns (assessing risk to a young person) and passing to Deputy Designated Safeguarding Lead

- Liaising with relevant external agencies/Child Protection Officer when advice or agency involvement is required
- Sharing relevant information with parents/carers, external agencies and within school, whilst maintaining appropriate levels of confidentiality
- Meeting parents and carers, taking responsibility for the accurate completion of CAFs, Passports and other agency referral forms as required
- To be aware and build relationships with all LAC in the year group;
- To work with all students and staff promoting a positive ethos and sharing is good practice with colleagues and other relevant professionals;
- To complete all breaks, this is to include the organisation of the common room;
- To support events such as Impact, Out-take, Welcome Evenings and Parents' Evenings throughout the year;
- To ensure the Sims and Go systems are updated accurately and swiftly when new information is received;
- To review, evaluate and adapt the responsibilities as the role develops;
- To assist in exam invigilation as required;
- To actively participate in relevant CPD;
- Any other duties commensurate with the post.

The above duties are not exhaustive, and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Leadership Team.

This job description will be kept under review and may be amended via consultation with the individual, Governing Body and/or Leadership Team as required. Trade union representation will be welcomed in any such discussions.

Person Specification



Job title: Pastoral Coordinator

Qualifications and training	Essential	Desirable
Good standard of academic achievement (GCSEs A*-C or equivalent INCLUDING English and Maths)	✓	
Willing to take part in own PDP and any identified training	✓	
Previous experience of working in a secondary school setting		✓
TA Qualification		✓

Experience, knowledge and skills	Essential	Desirable
The ability to support teaching and learning within a classroom environment.	✓	
The ability to interact with, listen to and positively encourage students' tolerance.	✓	
Ability to deal with and respond calmly and promptly to incidents, safeguarding issues and challenging behaviour in accordance with role and responsibilities.	✓	
Ability to supervise children and young people safely, adapting the learning environment where required according to needs, abilities and agreed procedures	✓	
Knowledge and understanding of the relevant school curriculum and age-related expectations of students	✓	
To have excellent organisational skills, allowing for prioritising of workload	✓	
General computer skills	✓	
Ability to promote a positive ethos and act as a role model	✓	
Effective and excellent communication skills both in writing and verbally	✓	
An understanding of the need for dealing with parents, students and outside agencies in a professional manner and to treat the information they provide as confidential	✓	
Ability to work on own initiative and as part of a team	✓	
Ability to follow procedures	✓	
Ability to work and liaise with a wide cross-section of people, specifically young people	✓	
Ability to adapt own approaches in order to meet the needs of vulnerable or challenging young people	✓	
Knowledge of KS3 & KS4 curriculum		✓

Personal attributes	Essential	Desirable
The ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk	✓	
A policy of no smoking will apply	✓	
Valuing diversity – listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept	✓	

feedback about own behaviour. Recognise people's strengths, aspirations and abilities and help to develop their potential. Understand how valuing diversity can improve our ability to deliver better services and reduce disadvantage		
--	--	--

Special requirements	Essential	Desirable
Right to work in the UK.	✓	
Satisfactory enhanced DBS certificate.	✓	
Medical clearance.	✓	
2 satisfactory references.	✓	
Full UK driving license and access to a car during working hours.		✓

The school is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure from the Disclosure and Barring Service (DBS). The school is committed to safeguarding and promoting the welfare of children and young people and it expects staff and volunteers to share this commitment.

