



Pastoral Response Lead

CANDIDATE INFORMATION PACK

Welcome to Colne Valley High School where we are currently looking to appoint a new Pastoral Response Lead. Colne Valley High School is on an exciting journey of renewal and transformation as part of Great Heights Academy Trust. Our recent [Ofsted report](#) highlighted our ambitious curriculum, strong staff-student relationships, and improving behaviour and attendance. While areas for further development remain, we are already making great strides in strengthening parental engagement, ensuring consistency in teaching and learning and embedding high expectations across all aspects of school life. This is a fantastic time to join our dedicated team, playing a pivotal role in shaping the school's future and driving excellence for our students, staff, and community.

Great Heights Academy Trust strive to always provide an inspirational, positive, and welcoming environment where there is a sense of pride and fun and where everyone works together with confidence, enthusiasm, and mutual respect. We aim to nurture academic, personal, spiritual, and social development in a caring and professional manner so that all can achieve their full potential, and all can reach **GREAT** heights.

At Colne Valley High School we are a warm, welcoming community that works together to achieve the best possible outcomes for every single child in our community.





► Welcome

Dear Colleague,

Thank you for your interest in Colne Valley High School. It is a pleasure to welcome you to a school community that is ambitious, reflective and committed to continuous improvement in the service of our young people.

Colne Valley High School is on an exciting journey of development. We are building a school where every student is known, valued and challenged to be the very best they can be — academically, socially and personally. At the heart of everything we do are our shared values of **Respect, Integrity, Teamwork and Aspiration (RITA)**. These values are not simply words on a page; they shape our culture, guide our decisions and define how we work together as a community.

Respect underpins all relationships in our school. We believe deeply in the worth of every individual and are committed to creating a culture where students and staff feel safe, supported and able to flourish. Integrity drives our professional standards — we are honest, reflective and committed to doing what is right for our students, even when that is challenging. Teamwork reflects our belief that we are strongest when we work together: staff, students, families and partners united in a shared purpose. Aspiration fuels our ambition — we want every young person to aim high, believe in themselves and leave us prepared for a successful and fulfilling future.

We believe that **high expectations lead to high achievement**, and our recent improvements are rooted in this principle. We are developing a rigorous, broad and balanced curriculum that challenges students to think deeply, apply knowledge confidently and grow as learners and individuals. Our approach is inclusive and ambitious: every student is challenged, every student is supported, and every student is encouraged to take pride in their progress. Where additional support is needed, we have dedicated and skilled teams who work tirelessly to ensure that no child is left behind.

Our staff are central to our success. We are proud of the commitment, care and professionalism shown by colleagues every day in the service of our community. As part of **Great Heights Academy Trust (GHAT)**, staff at Colne Valley High School benefit from rich professional development opportunities informed by the latest educational research. Through our Research School, English Hub and SCITT, we support teachers to develop their practice, grow their expertise and build fulfilling careers in education. We believe strongly in investing in our people, because great schools are built by great staff.

We also recognise that education is a partnership. We value the vital role of parents and carers and actively seek to work alongside them to support the young people in our care. We are proud to serve our local community and are committed to working collaboratively with local organisations and partners to enrich experiences and improve outcomes for all.

If you choose to join Colne Valley High School, you will become part of a team that is reflective, ambitious and deeply committed to making a difference. You will be supported, challenged and valued — and, most importantly, you will help us to achieve excellence.

We very much hope that you will consider becoming part of our journey.

Yours sincerely,

Chris Alker
Principal

► Overview of the Position for Colne Valley High School

Colne Valley High School are seeking highly driven and talented individuals to join our thriving Multi-Academy Trust which is fully committed to making a difference to the life chances of our pupils. We are keen to hear from candidates who have a successful background in working with young people and who are capable of playing a major role in our evolving plan to deliver exceptional 2-18 provision for the pupils in our growing MAT.

We want to hear from individuals who have the qualities and drive to make the most of this unique moment in time. The successful applicants should have a strong track record of impact and share the Trust's vision. You will need to be an articulate and strong communicator with proven strengths in engaging, inspiring and motivating students and young people at all levels.

► About the Trust

The Trust currently comprises of seven primary schools: three in Calderdale (The Greetland Academy, West Vale Academy and Bowling Green Academy), one in Leeds (Raynville Academy) and three in Kirklees (Carlinghow Academy, Marsden Junior School and Nield Academy). We currently have two secondary schools (The Mirfield Free Grammar and Colne Valley High School). We also have a Trust Head Office based at Riverside Mills in Elland.

To find out more about our Trust, please view our website: greatheightstrust.org.uk

The successful candidates will join a highly collaborative network of leaders and managers. Each academy is different, reflecting the particular aspirations and leadership style of its Principal and local community needs.

Great Heights Academy Trust is committed to safeguarding and promoting the welfare of children and we expect all staff and volunteers 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, an online search, and other relevant checks with statutory bodies.



► Our Trust Vision

Our Trust vision has school improvement at its heart that will benefit all children in Trust schools.

► We aim to

- ✓ Develop an effective partnership of schools that share a commitment to raising standards.
- ✓ Strengthen the partnership by valuing the uniqueness of each school and expecting all schools to contribute.
- ✓ Foster relationships based on mutual respect with a balance of autonomy and accountability.
- ✓ Share expertise – both best practice and best practitioners.
- ✓ Develop all teachers and leaders through effective professional development.
- ✓ This Trust vision drives both our School Improvement Strategy and our Strategy for Growth.

► Our Vision and Values Statement

The Great Heights Academy Trust strives to always provide an inspirational, positive and welcoming environment where there is a sense of pride and fun and where everyone works together with confidence, enthusiasm and mutual respect. We aim to nurture academic, personal, spiritual and social development in a caring and professional manner so that all achieve their full potential and all can reach GREAT heights.

Current Trust Academies and Designations

GHAT has access to a wide support network through our designations. These offer support to all of our schools.



GREAT HEIGHTS ACADEMY TRUST

Achieving excellence together



BOWLING GREEN ACADEMY



CARLINGHOW ACADEMY



COLNE VALLEY HIGH SCHOOL



MARSDEN JUNIOR SCHOOL



NIELD'S ACADEMY



RAYNVILLE ACADEMY



THE GREATLAND ACADEMY



THE MIRFIELD FREE GRAMMAR



WEST VALE ACADEMY

English Hubs

Teamworks English Hub
@ The Greatland Academy



Great Heights Research School West Yorkshire

Supported by the Education Endowment Foundation



AA Teamworks WEST YORKSHIRE SCITT

Our mantra across our partnerships embraces the following themes:

G

Great teaching and learning opportunities for all in the partnership

R

Real life opportunities to develop an understanding of the wider world

E

Enthuse a love of learning and mutual respect

A

Academic development to nurture potential for all

T

Thorough accountability



JOB DESCRIPTION

Position: Pastoral Response Lead

Department: Standards and Culture

Pay range: PO14-16 (Kirklees G14)

Responsible to: Assistant / Deputy Principal

Prime Objectives of the Post

The Pastoral Response Lead is a senior pastoral leader responsible for maintaining a calm, safe and orderly learning environment by overseeing student conduct outside of lessons, managing corridor presence, and leading the school's on-call pastoral response. The postholder will uphold high expectations for behaviour and attendance, respond swiftly and consistently to incidents, and provide authoritative support to students who are out of lessons. They will line manage pastoral support staff, ensuring effective deployment and a consistent approach to behaviour and care, and will work closely with senior leaders and Heads of Year to implement the school's pastoral and behaviour strategies.

Membership of the Trust:

- To be an ambassador for the developing MAT, ensuring both internal and external colleagues are aware of the vision, culture and ethos within the trust.
- To contribute to the delivery of the MAT school improvement offer and subsequent gains of being in Great Heights Academy Trust.

Key Responsibilities:

- Lead and manage the school's on-call pastoral response system, acting as the senior point of contact for students who are out of lessons or involved in behavioural or pastoral incidents.
- Maintain a visible and proactive presence around the school site, particularly in corridors and social areas, to promote calm, safety and positive behaviour.
- Respond swiftly, consistently and proportionately to behavioural, attendance and pastoral concerns, ensuring high expectations for conduct are upheld at all times.
- Line manage pastoral support staff, including coordinating daily deployment, providing guidance and support, and monitoring performance.
- Ensure a consistent and fair application of the school's behaviour and pastoral policies across the school.
- Work closely with Heads of Year, senior leaders and the safeguarding team to support students with additional needs or vulnerabilities.
- To work closely with the Senior Team, Achievement Co-ordinators, and Faculty to reduce "fixed term" suspensions.
- Support reintegration of students returning to lessons following removal, sanctions or time out, ensuring appropriate follow-up and communication.



- Keep accurate records of incidents, interventions and outcomes, using school systems to monitor patterns and inform strategic decisions.
- Contribute to the development and review of pastoral and behaviour systems to ensure they are effective, inclusive and aligned with the school's ethos.
- Communicate professionally with staff, students and families where appropriate to support behaviour, wellbeing and engagement.
- Oversee the registration process for detentions, ensuring that this is followed up appropriately.
- Support safeguarding procedures and act in accordance with statutory guidance, reporting concerns promptly and appropriately.
- Model high standards of professionalism, calm authority and positive relationships at all times.

Key Operational Accountabilities:

- **Behaviour, Attendance & Inclusion Systems**
Lead the consistent operational delivery of the school's behaviour, attendance and inclusion frameworks, ensuring high expectations, fair practice, early intervention for vulnerable students and reduced risk of exclusion or persistent absence.
- **Pastoral Interventions & Impact**
Design, implement and quality assure targeted pastoral interventions, ensuring they are purposeful, evidence-informed and demonstrably improving student behaviour, wellbeing, engagement and readiness to learn.
- **Leadership of Pastoral Practice**
Set and uphold high professional standards across the pastoral team through line management, quality assurance, coaching and accountability, ensuring consistent, effective and child-centred practice.
- **Data, Reporting & Continuous Improvement**
Maintain oversight of pastoral, safeguarding, behaviour and attendance data, identify trends and risks, and provide clear, timely intelligence to senior leaders to inform decision-making and drive continuous improvement.

Leading and Managing Staff

- To demonstrate the ability to lead, motivate and develop all staff within the Academy for which they are accountable for.
- To provide training, targets and appraisal for those they are accountable for, ensuring a culture of high accountability and performance in the pastoral team.

The Community

- To promote the positive image of the Academy.
- To attend and support events, as required.

**General:**

- To uphold the Nolan principles of public life.
- To take part in any CPD activities appropriate to the role.
- Attend school events as required.
- Assist in school emergencies, as required.
- Attend relevant meetings and training sessions.
- To undertake any other professional duties as required by the CEO/Board/Executive Principal/Head of School

Safeguarding

As part of your wider duties and responsibilities you are required to promote and actively support the Trust's responsibilities and policies towards safeguarding and promoting the welfare of children, young people, and vulnerable adults. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse, and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

Notes:

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year, and it may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the Principal. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

**Person Specification: Pastoral Response Lead****Key to identification: A = Application I = Interview R = Reference**

Qualifications/Training	Essential	Desirable	A/I/R
Numeracy, literacy and ICT skills equivalent to Level 2 or above	✓		A/I
Relevant professional training or development	✓		A/I
Recent safeguarding training		✓	A/I
First Aid Training		✓	A/I
Qualified Teacher Status		✓	A/I/R
Experience and Leadership	Essential	Desirable	A/I/R
Recent experience and evidence of impact within a relevant role	✓		A/I/R
Working with or caring for children of relevant age	✓		A/I/R
Collaborative and supportive work with colleagues within the organisation	✓		A/I/R
Collaborative and supportive work with parents	✓		A/I/R
Experience of leading a team		✓	A/I/R
Experience of coaching and developing others to improve their practice		✓	A/I/R
Previous Head of Year experience		✓	A/I/R
Knowledge and Understanding	Essential	Desirable	A/I/R
Strong understanding of child development and how children learn	✓		A/I/R
Understanding of relevant policies/code of practice and awareness of relevant legislation	✓		A/I/R
General understanding of the curriculum and other learning programmes		✓	A/I/R
Ability to relate well to young people and adults	✓		A/I/R
Good oral and written communication skills	✓		A/I/R
Good listening skills	✓		A/I/R
Good ICT and admin skills appropriate to the role	✓		A/I/R
Effective time management	✓		A/I/R
Committed to continual personal and professional development	✓		A/I/R
Skills and Abilities	Essential	Desirable	A/I/R
A commitment to upholding high expectations	✓		A/I/R
Work constructively as part of a team	✓		A/I/R
Willing to work within organisational procedures, processes and to meet required standards for the role	✓		A/I/R
A commitment to do what it takes and have the resilience to be effective	✓		A/I/R

► Reasons to work at Colne Valley High School

A fantastic team

A highly skilled, loyal and supportive team of staff and senior leaders.



Professional development

Bespoke professional development to ensure that you as an employee, 'reach great heights'.



Career Opportunities

Career opportunities across the MAT.



Cycle to work scheme

Tax free cycle scheme.



Holiday package

The Trust provides staff with a generous holiday entitlement.



Pension scheme

Contributory pension through West Yorkshire Pension Fund/Teachers' Pensions.

