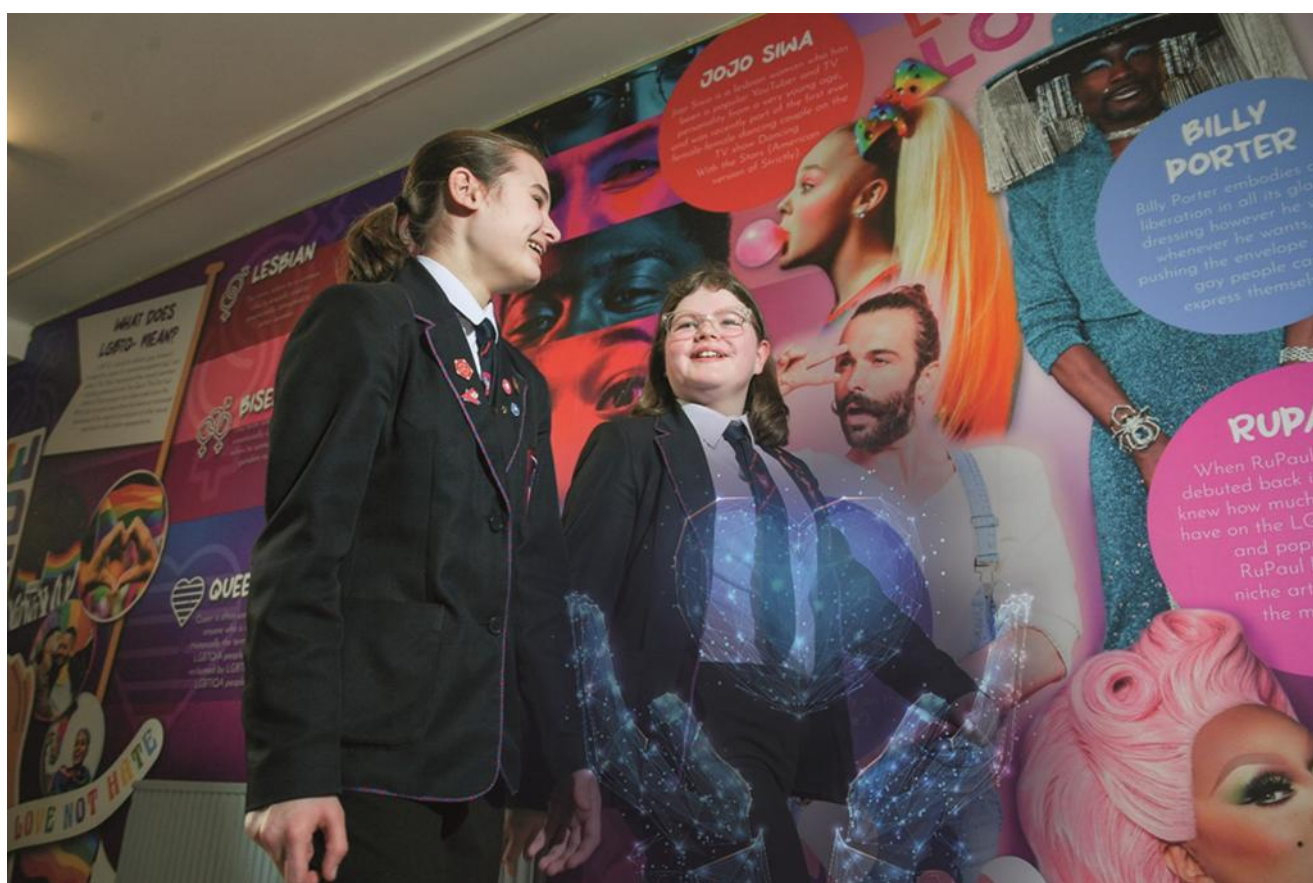


PASTORAL SUPPORT LEADER



APPLICATION PACK



BELIEVE · ACHIEVE · INSPIRE

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Welcome

Thank you for your interest in this post. Choosing the right school in which to work is a big decision, especially in the current educational climate. I believe that The Wordsley School provides a fantastic location for the right person to continue to grow in their chosen career. The aim of this application pack is to tell you a little about our school and hopefully inform your decision to apply.

The Wordsley School is a great place to work. What makes our school so special is the people. People make schools, and at Wordsley, we have great ones. Staff really care about their students and each other, always going the extra mile for their pupils. The young people we work with are friendly, enthusiastic and refreshingly honest. If you want to work in a school where you make a difference and are appreciated by colleagues and children, then Wordsley is the place for you.



Wordsley is a truly comprehensive school. As a group of over 60 teachers and 50 additional non-teaching staff, every single adult in the school has a critical part to play. We are a team in the true sense of the word. We don't expect perfection from our staff, just that they do their best and keep trying to get better. What we want more than anything is someone who cares for our young people and will do what they can to help them to be successful.



As a Pastoral Support Leader for pupil behaviour, you will work alongside a dedicated team of highly skilled professionals who support our pupils' pastoral development. This team is led by a Deputy Headteacher (Pupil Behaviour and Attitudes) and is comprised of five Heads of Year, each supported by a Pastoral Support Leader.

I strongly encourage you to take the opportunity to come and visit the school prior to applying; the application window has deliberately been constructed to allow sufficient flexibility for prospective candidates to do this. If you would like to arrange a visit, please contact Rachel Potter (PA to the Headteacher) by email (rpotter@wordsley.dudley.sch.uk) or telephone (01384 816015) to make an appointment. In addition to this, a wealth of information about our school can be found on our website.

Beyond this, if you would like to apply for the post, please do so by completing an application form in My New Term and submitting a supporting statement which should be a maximum of two sides of A4 and should outline how you feel your experience, skills and attributes will enable you to make a significant impact in the advertised post. The deadline for applications is 10am Wednesday 20th May 2026.

I look forward to hearing from you.

Ashley Weatherhogg
Headteacher

Mission, vision, values and motto

A school is defined by its culture and ethos – ‘the way things happen’. At The Wordsley School our culture and ethos is our unique selling point and together we strive to fulfil our mission, with a clear vision, motto and five key values that underpin our daily work.

OUR MISSION

To provide an outstanding and enjoyable educational experience for everyone in our Wordsley community

OUR VISION

We promote high levels of aspiration and achievement, and support each other to be the best we can be

OUR VALUES



CURIOSITY: we have enquiring minds and are keen to learn



INTEGRITY: we are honest and have strong moral principles



KINDNESS: we are friendly and considerate of each other



RESILIENCE: we respond well to challenge and are keen to improve



RESPECT: we have an appreciation and awareness of others

OUR MOTTO

BELIEVE · ACHIEVE · INSPIRE

Stour Vale Academy Trust

ABOUT STOUR VALE ACADEMY TRUST

Our multi-academy trust was founded in 2017 and developed from collaboration between schools, the significant positive impact of which convinced three schools, two secondary and one primary, that together we would have much greater capacity to continuously improve. Over time, Stour Vale has steadily grown. We began as a cross-phase multi-academy trust and as we have grown, both secondary and primary schools have joined us. There are currently twelve member schools, six primary, one junior, one infant with day nursery and four secondaries.

As a successful family of schools, delivering high-quality education for the communities we serve, Stour Vale values its diversity. Each school brings their own distinct character, community, history and identity. We celebrate the uniqueness of member schools, recognising that there is a great deal to learn from education in different contexts. This is also the reason why we remain outward-looking, committed to learning from research and excellent practice across the education system.

OUR VISION AND VALUES

Stour Vale Academy Trust holds children and young people at the heart of all that we do. We recognise that as a multi-academy trust we exist in order to advance education for the public good. Our mission, therefore, is to improve life opportunities for children and young people by both providing the best possible education and care to pupils in Stour Vale member schools and by having a positive impact across the wider education system. Our values are encapsulated in four words:

OUR VALUES



INTEGRITY

By always acting with integrity we will deploy our resources appropriately to provide the very best education and care for pupils. This approach will enable us to recruit and retain the best staff who share our values.

We recognise our responsibility to support and challenge member schools to have a positive impact on the lives of children and young people, our communities and the wider educational system.

RESPECT

We are committed to treating everyone with respect and promoting equality.

Stour Vale member schools are safe and inclusive schools. We value and celebrate the diversity of pupils, colleagues and the communities we serve. We believe that developing pupils' character and their own commitment to treating others with respect must sit alongside the pursuit of academic excellence.

COLLABORATION

Stour Vale Academy Trust exists because we believe that effective collaboration has a positive impact on the life opportunities of children and young people.

We believe that working collaboratively together we have much greater capacity to realise continuous improvement in all member schools. Therefore, we seek to actively promote positive, impactful collaboration, most often with school-based staff taking the lead.

EXCELLENCE

We are committed to constantly pursuing excellence and improving all aspects of our work as a trust.

Excellence in teaching and learning, curriculum and character development is our primary focus. This will be achieved by realising our ambition to provide top-level professional learning for all colleagues, developing leadership in every role and providing exceptional back-office services such as HR and finance.

SVAT.ORG.UK

We describe our shared approach to school improvement as 'secure autonomy'. Headteachers, with school leadership teams and staff, have autonomy to lead school improvement in their own schools, responsively and in collaboration with others within and beyond our trust. We believe that this approach enables us to grow, attract and retain excellent school leaders and to develop the most innovative and impactful school improvement strategies. We recognise that this autonomy must be secured within the structure of the multi-academy trust, and our model of challenge and support for impact, underpinned by our shared values, ensures sustained school improvement and a sharp focus on outcomes for pupils. This in turn realises our ambition that **Stour Vale** member schools will **create the difference together**.

Job Description

Post Title:	Pastoral Support Leader
Responsible to:	Deputy Headteacher (Pupil Behaviour and Attitudes)
Working hours:	Full-time 5 days per week (8am to 4pm) (8am to 3.30pm Fridays) 37 hours per week, 39 weeks (term-time plus INSET Days).
Salary/Grade:	Non-teaching staff pay scales Grade 7 Point 18 (£27,466) to point 23 (£29,989).
Notice period:	1 month

Purpose

To provide support to Pastoral Leaders in addressing the needs of students to ensure good personal and academic progress. The Pastoral Team will work under the guidance of line managers to overcome any barriers to learning and to create an ethos of ambition, success and belief. They will have some degree of creative autonomy and a responsibility for some decision making.

Main Activities

- Pastoral Support:
- To co-ordinate the delivery of pastoral support to identified students
 - Receive and supervise pupils excluded from and / or otherwise working to a modified timetable
 - Provide behaviour support to help students to be in lessons and learning
 - Provide advice to students relating to their social, health, hygiene and emotional development needs.
 - Participate in assessing identified students to determine individual needs.
 - Assist the teacher with the development and implementation of Individual Education / Behaviour / Support plans
 - Provide support for students experiencing behavioural difficulties
 - Establish productive working relationships with students, acting as a role model
 - To assist the DSL (Designated Safeguarding Lead) and DDSL (Designated Deputy Safeguarding Lead) in the processes associated with safeguarding
 - Implement and evaluate specific curriculum plans for individual or groups of students and activities for students to meet the individual needs of those students
 - Will be required to undertake a First Aid at Work qualification and be responsible for some of the delivery of First Aid in the school.
 - Develop 1:1 support for identified KS3 students individually or in small groups.
 - Support the speedy / effective transfer of students across phases

- Support the reintegration of those who have been absent / educated elsewhere
- Provide information and advice to enable students to make choices about their own learning / behaviour and attendance and consequences of their actions.
- Challenge and motivate students, promote and reinforce self esteem
- Provide feedback to students in relation to progress, achievement, behaviour, attendance; etc.
- Establish constructive relationships with outside agencies / carers / parents, exchanging information, facilitating their support for the student's attendance, access and learning and supporting home to school, as well as, community links
- Assist in the implementation and monitoring of systems relating to attendance and integration
- Admin support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc, making phone calls etc

- Support students access to learning using appropriate strategies, resources etc.
- Work with other staff, including specialist staff and professional agencies in planning, evaluating and adjusting learning activities as appropriate
- Monitor and evaluate students' responses and progress against action plans through observation and planned recording
- Provide objective and accurate feedback and reports as required, to other staff on Pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with line managers, contributing to reviews of systems/records as required
- Assist in the development and implementation of appropriate behaviour management Strategies
- Implement agreed learning / teaching programmes, adjusting activities according to student responses / needs
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for identified students to broaden and enrich their learning
- Determine the need for, prepare and use plans and resources to support students
- Mentor and support LAC students through attendance at PEPs and Reviews
- Take responsibility for the management of challenging student behaviour
- Provision of student information to external agencies
- Contribute to the identification and planning of out of school activities beyond the school day
- Supervise pupils on visits, trips and out of school activities as required.
- All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties to reflect changing roles and responsibilities. Any changes will take account of salary/status/hours and will be subject to discussion, in accordance with the guidance note on contractual changes.

Stour Vale Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. We will carry out pre-appointment checks including DBS and will disqualify any applicant where we consider the outcomes to be unsatisfactory. This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974.

We are equally committed to ensuring that no applicant will be disadvantaged or discriminated against because of their protected characteristics under the Equality Act 2010.

Special Conditions

This job description sets out the main duties of the post at the date when it was drawn up. The post is embryonic in its nature and as such, duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

Person Specification

[A] Qualifications, professional development, knowledge and skills

Attributes/qualifications	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
<ul style="list-style-type: none"> • Relevant educational qualifications at school/college • Other relevant professional development qualification(s) • Ability to competently use Microsoft Office packages, to include Word, Excel, Powerpoint 	E D E	A A A

[B] Professional experience

<ul style="list-style-type: none"> • Experience in working in a secondary school • Experience in working with governors • Understanding of the current Ofsted framework • Understanding of Child protection/safeguarding • Ability to plan, implement and evaluate the effectiveness of a medium/long term plan designed to raise standards • Ability to competently use management information systems 	D D D D E E	A A/R A/I A/I A/I A/I
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[C] Personal Skills and Attributes

<ul style="list-style-type: none"> • Outstanding oral communicator • Written communications are appropriate for the intended audience, grammatically correct and showcase high levels of written literacy • Motivate and inspire colleagues • Demonstrates dynamism and creativity in solving problems • Ability to meet deadlines • Is aware of their own strengths and areas for further development • Resilient and able to accept constructive feedback from others in order to further improve performance • Able to prioritise tasks effectively and efficiently 	E E E E E E E E	I A/I I I/R I/R I/R I/R I/R
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