



**The Abbey  
School**

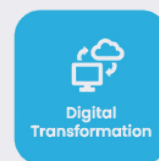
**Recruitment Pack  
Pastoral Support  
Coordinator**



# Welcome to THAT

Thank you for your interest in joining The Howard Academy Trust. We are a family of 9 academies—4 primary, 4 secondary, and 1 alternative provision—working across Medway, Kent, and Bexley. As a Trust, we are committed to delivering the highest standards of education for all children and young people, regardless of their background.

Our vision, *"Working together to create a community of successful learners"* underpins everything we do. We firmly believe that every child deserves access to at least a good education, and we are proud that every academy within our Trust has maintained or improved its Ofsted rating. Notably, Temple Mill Primary School and Waterfront UTC made the remarkable journey from Special Measures to Good at their first inspection since joining us—a testament to the dedication and expertise of our staff.



At The Howard Academy Trust, we recognise that our people are central to our success. We are committed to supporting and developing our staff so that they, in turn, can provide an outstanding education for our students. Each of our academies serves its own unique community, and our role as a Trust is to provide the support, guidance, and collaboration needed to drive continuous improvement.

We are always looking for talented and passionate individuals to join our team. If you share our belief in the power of education and want to be part of an organisation that truly makes a difference, we would love to hear from you.



**Owen McColgan**  
Chief Executive  
The Howard Academy Trust



# THAT Benefits

The Howard Academy Trust is very pleased to offer our staff a vast range of benefits, both professional and personal, as we believe that our excellent teaching and support staff should be supported at work and rewarded for the great work they do.



Platinum  
Workplace  
Wellbeing Award



benenden  
health  
Subsidised Private  
Healthcare



Free flu jabs  
every autumn



Employee Assistance  
Programme with  
Free Counselling



Mental Health  
First Aiders  
in all schools



Early finish for  
teaching staff on  
Fridays for CPD/PPA



Multiple routes  
into teaching



Opportunities for  
collaborative CPD



Trust-wide training  
and networking  
events



Career Progression  
and upskilling  
opportunities



Bespoke in-house  
Into Leadership  
Courses



LGPS/TPS Pension  
Scheme & Generous  
Contributions



Competitive salary  
with annual pay  
progression



Early salary  
withdrawal with  
Access EarlyPay



Minimum 25 days  
annual leave for  
full time staff,  
plus bank holidays



Discounted hire of  
school facilities



Cycle to work  
scheme



Free car parking  
at each Trust site



EV Charging across  
sites



On site catering  
with a full  
lunch menu



Discounted gym  
membership



A diverse and  
inclusive workplace



Staff referral  
scheme



Flexibility  
for life events



Annual  
Trust Awards

We are happy to talk about flexible working.





# Our Family of Schools



**The Howard School**  
1,500 Pupils on Roll  
Located in Rainham, Kent



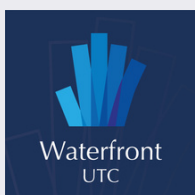
**Temple Mill Primary School**  
240 Pupils on Roll  
Located in Strood, Kent



**Deanwood Primary School**  
230 Pupils on Roll  
Located in Rainham, Kent



**Thames View Primary School**  
450 Pupils on Roll  
Located in Rainham, Kent



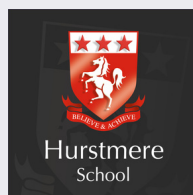
**Waterfront UTC**  
370 Pupils on Roll Rated  
Located in Gillingham, Kent



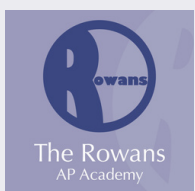
**Miers Court Primary School**  
410 Pupils on Roll  
Located in Rainham, Kent



**The Abbey School**  
1,100 Pupils on Roll  
Located in Faversham, Kent



**Hurstmere School**  
960 Pupils on Roll  
Located in Sidcup, London



**The Rowans AP Academy**  
93 Pupils on Roll  
Located in Chatham, Kent

# Welcome to The Abbey School



The Abbey School joined THAT on 1st April 2023, after celebrating the school's best academic results ever in 2022. The Abbey School is a mixed secondary school with a thriving population of over 1100 students. We believe that school should be a place where young people can discover and develop their own individual talents. This means an education that is structured around the individual strengths and needs of each child.

At the end of their time with us, we aim for all our young people to leave the school confident, happy and well equipped to take their place in employment or further education. We are particularly proud of the support structures that exist within the school which we continually enhance. Our students acquire not only an excellent foundation in learning, but also attributes such as resilience, leadership, creativity and team-working skills.

Aspiration at The Abbey School does not only mean wanting to do well in tests or gaining qualifications. It refers to the broader sense of accomplishment gained through personal development and through participation in a large variety of opportunities offered to our students. Our school emphasises the importance of working collectively both within the school and with local partners.

When you visit our school, I am sure that you will recognise not only the warm welcome of our students but also their enjoyment and passion for learning. Our school motto, ***“Be The Best You Can Be”***, reflects our educational values. It is inclusive of all that belong to our community, and it is our aim that all members of our school show respect for one another.

*Dr Speller, Principal*



NOR  
1121



Age Range  
11-19



PP  
34.3%



FSM  
35%



SEN  
14.7%



EAL  
8.8%

# Job Description

**Job Title:** Pastoral Support Co-ordinator

**Contract Type:** Permanent, Part-time, Term-time only

**Remuneration:** Kent Range Scheme, KSC (entry point)

## Core Purpose and Scope

The holder of this post is expected to carry out the professional duties as described below, as circumstances may require and in accordance with the Trust's policies, under the direction of the Senior Leadership Team and Principal. The post-holder is required to fully support the vision, ethos and policies of the Trust.

## THAT Vision & Values

As a Trust, our Vision and Values are achieved through:

- Excellent teaching and learning that promotes inclusivity;
- Regular opportunities for collaborative CPD to ensure best practice across academies;
- A proactive network for joint working across academies, for staff at various career stages;
- The highest standards of behaviour and conduct achieved through clear expectations and positive relationships;
- The unique character of each academy is valued and contributes to the THAT whole Trust ethos;
- Shared whole trust values of dignity, respect and ambition.
- High aspirations for all involved with the Trust;
- Each academy is a hub for its local community and families;
- Facing outwards and working in collaboration with other organisations and stakeholders;
- A centralised team that allows academies leaders to focus on their core purpose of education.

## Values and Behaviour

Teaching & Support Staff play a vital role in making the education of the students their first concern, and are accountable for achieving the highest possible standards in work and conduct. All members of staff must act with honesty and integrity; have strong knowledge within their field, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of the students in the school.



### **Personal and professional conduct**

The post holder should always conduct themselves professionally, treating students and staff with mutual respect, regardless of personal beliefs, in accordance with Trust ethos, policies and practices.

### **Purpose of the Job:**

To work with the Head of Year/Senior Head of Year/SLT and other staff in providing pastoral support and guidance for pupils across the school. To support the Head of Year/Senior Head Of Year/SLT in making sure that students comply with school rules and expectations so they achieve highly.

### **Key responsibilities:**

- To support Tutors in providing work, advice and assistance with pupils' social, health and emotional development.
- To support Tutors to challenge and motivate pupils; promoting and reinforcing their self-esteem and helping them develop effective strategies for learning and behaviour.
- To collect information and statements from pupils.
- To support the monitoring of pupils who have been placed on report and to pass information about their progress to the relevant Head of Year.
- To liaise with parents and outside agencies and to attend meetings convened to discuss pupils' progress.
- To ensure that accurate records are maintained for all pupils outlining issues that have arisen and any action that has been taken.
- To liaise with the Head of Year/Senior Head of Year/SLT in organising consultation evenings, induction and open days and evenings and other parental meetings.
- To deal with routine enquiries and correspondence and to refer matters to the Head of Year/Senior Head of Year/SLT or other staff when necessary.
- Log and monitor detentions and reports using existing data bases and timetabled intervention, contacting parents and keeping relevant stakeholders up to date on progress.
- To draft Provision Plans for pupils when required and present to Head of Year/Senior Head of Year/SLT prior to the re-admittance from fixed term exclusion.
- Support Head of Year/Senior Head of Year/SLT as required with matters relating to behaviour, attendance, uniform and planners
- Using timetables, procedures and assessment data; agreed at Head of Year/Senior Head of Year/SLT level, monitor individual and group progress.
- Support interventions agreed at Head of Year/Senior Head Of Year/SLT, monitor and record the interventions and provide data for distribution.
- Support the running of the Inclusion Rooms
- Assist in monitoring the appearance and general behaviour of students around the School, maintaining good order and sound discipline among students, including safeguarding their health and safety (where applicable)

- Be actively involved in the school's form tutor and house system (where applicable)
- Contribute to the School Improvement Plan (where applicable)
- Implement the School's agreed policies
- Participate in the School's Appraisal programme
- Cover for absent Form Tutors
- Participate in School based INSET
- Perform any other duty that their line manager might reasonably request
- To monitor the well-being of all students and report any concerns related to the safeguarding of students to the Designated Child Protection Co-Ordinator (DCPC)
- To be aware of and follow school policies relating to Health and Safety

**Additional duties:**

- All staff, with the support of the Academy's designated DSL, have a responsibility for providing and safeguarding the welfare of the students and young people
- To be familiar with and support any health and safety procedures and ensure all duties and responsibilities are discharged in accordance with the Academy's health and safety at work policy

*This job description does not form part of the Contract of Employment and is not necessarily a comprehensive description of the duties required but outlines the main responsibilities of the post. It will be reviewed regularly and 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 line manager.*

*An Enhanced DBS check will be required for this post. The job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title. The successful candidate must have a commitment to safeguarding and promoting the welfare of children and young people.*



# Person Specification

Please refer to these requirements when completing the application. The Person Specification is related to the requirements of the post as determined by the Job Description.

Essential	Desirable
<b>Education and Qualifications</b>	
<ul style="list-style-type: none"> <li>Maths and English GCSE or equivalent, Grade C or above</li> <li>First Aid Training</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of ongoing Professional Development</li> <li>Further qualification in working with children, young people and families</li> </ul>
<b>Experience</b>	
<ul style="list-style-type: none"> <li>Experience of working within an administrative setting</li> <li>Experienced in using Management Information Systems such as Arbor or equivalent</li> <li>Experience of working with children aged 11-18 years.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working within the academy or education sector</li> <li>Experience of working with children who display challenging behavior and an ability to motivate and encourage students</li> <li>Experience of resolving conflict and facilitating mediation between young people</li> </ul>
<b>Knowledge and Understanding</b>	
<ul style="list-style-type: none"> <li>High degree of accuracy</li> <li>Ability to manage time effectively to complete tasks to a high level</li> <li>Be flexible to changing demands of the position</li> <li>To undertake any training relevant to the role</li> <li>Knowledge of child protection and safeguarding policies</li> <li>Knowledge of Child Development and learning processes</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of child protection and safeguarding policies</li> <li>Sound understanding of equal opportunity issues within the workplace and the importance of culture and ethos, and how these impacts on morale, high expectation, and high standards</li> </ul>
<b>Characteristics and Competencies</b>	
<ul style="list-style-type: none"> <li>Excellent communication including verbal and written</li> <li>Competent with IT and other software packages such as Microsoft Word, Excel and PowerPoint</li> <li>Good organisational skills</li> <li>Ability to create a happy, challenging and effective learning environment</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

<ul style="list-style-type: none"><li>• A solution-focused mindset and determined “no excuses” approach to raising standards</li><li>• A personable nature to build effective relationships</li><li>• Ability and keenness to promote the Trust’s positive culture and ethos</li><li>• A high level of integrity, confidentiality and discretion</li><li>• Ability to develop good personal relationships within a team, making an effective contribution to high morale</li></ul>	
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