PASTORAL HOUSE MANAGER

Grade 7, Level 1-4

(£22,923 to £25,320 per annum) reduced pro rata

Permanent—37 hours per week,

term time only plus 2 weeks

From 4th September 2017

Applications to be received by 12 midnight

- Thursday 13th July 2017

‘Working together to achieve success’

www.josephrowntree.co.uk

joseph.rowntree@york.gov.uk
‘Working together to achieve success’
Dear Prospective Applicant

**Welcome to The Joseph Rowntree School.** Please read the information about the school contained in this letter prior to completing your application.

**GENERAL INFORMATION**

The Joseph Rowntree School is an oversubscribed 11-18 mixed comprehensive of 1,245 students including 250 plus in the Sixth Form. It is situated to the north of the attractive and historic city of York, in the village of New Earswick. It is 500 metres from the outer ring-road (A1237) and is easily accessible from the towns and villages of the Vale of York, or the cities of Leeds and Hull. In 2016 at GCSE the school achieved 65% 5 including English and Maths with an overall P8 score of −0.03. At KS5, 44% A - B at A Level with an ALPs score of 3 (top 25% of schools nationally).

**ORIGINS**

The original school opened in 1942 as a model school in the North Riding. It was built on land provided by the Joseph Rowntree Trust. It continues to have voluntary controlled status with four governors from the Joseph Rowntree Foundation. It is, however, a non-denominational LA school. Since its illustrious origins the school has expanded considerably in phases to meet the demands of a changing educational scene and increased population.

**GROUNDS AND BUILDINGS**

The school is set in very extensive attractive grounds and playing fields. We have an excellent learning environment and superb facilities, including a 3D Lecture Theatre.

**THE EDUCATIONAL CONTEXT**

The school is part of the City of York Council’s education provision. York is a unitary authority, characterised by forward-looking leadership and a desire to work in partnership with its schools and parents. The school shares this aim. There is a close network of effective working relationships in this relatively small LA. The school also has close links with its six main link primary schools. There is a school wide broadband network extending into all classrooms.

**OUR STUDENTS**

The students are of above average ability with many from higher socio-economic groups. That said, we are fully comprehensive and proud of it. Approximately 9% of students receive free school meals and there are 124 on the SEN register, 10 of whom have an Education & Health Care Plan and 15 who have a statement. Equally, there are students with talents and ability to rank with the best in the country. The intake is largely from the villages of New Earswick, Haxby and Wigginton, with increasing numbers from within the historic city boundary. Our students are friendly, confident, articulate, hard working and well motivated. Our strong pastoral and behavioural systems help meet their needs and ensure that they fulfil their potential.

**OUR STAFF**

The school is lucky in having a forward thinking and reflective teaching and support staff. There is a wide range of age, experience and expertise. We are friendly, welcoming and helpful. We set a high priority on professional development and job satisfaction. Everyone works very hard and there is a genuine concern to provide high quality education for all of our learners. Working at The Joseph Rowntree School is rewarding and there is a strong induction programme for new staff. Developing best practice is a real focus at the school. We have a Learning Team which supports colleagues in their CPD and professional development.

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ORGANISATION

There is a simple academic structure based on departments. Guidance and welfare is based on a year system with a Sixth Form. There is a great emphasis placed on teamwork and collaborative working and this is strengthened by the reintroduction of the House System in September 2014. Leaders at all levels are expected to provide leadership and support to their teams. There is a supportive Governing Body composed of a range of talented people. As Headteacher I am a great believer in openness, consultation and collaboration with colleagues. The Senior Leadership Team consists of the Head, two Deputy Heads, five Assistant Heads, two Associate Assistant Heads and a School Business Manager.

CURRICULUM

The full range of subjects typical of comprehensive schools is available in the school. Currently there are around 30 different AS/A2 subjects available in the Sixth Form, with a small degree of collaborative arrangements with the neighbouring Huntington School. Extra curricular provision is wide ranging, with particularly high engagement in Sport, Drama and Music. A strong emphasis is placed on assessment and the tracking of students against 4 Levels progress from KS2 to KS4 or ALPS targets in KS5. We currently have Gold ArtsMark status that demonstrates our commitment to providing opportunities in Art and the Performing Arts subjects. All subjects continue to be equally valued, notwithstanding the particular focus on English and Maths. We take pride in ensuring our curriculum offer at all stages meets the needs of all students. In KS4 we operate a ‘Pathways’ approach, guiding students into traditional or applied courses. We have developed a range of vocational courses in KS4 and the Sixth Form, including Hair and Beauty courses taught in our purpose built salon. Since 2010 we have developed an enhanced resource provision for students on the Autistic spectrum, one of only two units in the City; our philosophy is to allow such students to access as much of the whole-school curriculum as possible in order to match their needs.

IN CONCLUSION

The Joseph Rowntree School is a hard working community with a high level of cohesion and mutual support. It is a civilised school with high expectations of work and behaviour. The students are treated with respect and care, and are expected to do the same in return. Relationships are good.

We always seek to appoint staff with intelligence, enthusiasm, and a willingness to be committed to the students’ education. You should like and understand children, but be prepared to demand high standards from them.

Please note that this is a totally no smoking school, which is committed to equal opportunities and investing in its staff.

APPLICATION INFORMATION

Please read our ‘How to Apply Guide’ which will explain the application process from completing the application form through to appointment. We can accept application forms electronically now so please email your application once completed to: tb@josephrowntree.york.sch.uk.

We do try to acknowledge receipt of all of the applications we receive but it is advisable that you request a read receipt due to the number of applications we receive. Please accept my thanks in advance should you decide to apply.

Our policy in relation to expenses when attending an interview is that the school will not reimburse any costs incurred.

Further information about the school is available on our website at www.josephrowntreeschool.co.uk

Thank you for the interest you have shown in The Joseph Rowntree School.

RICHARD CRANE

Headteacher
IMPORTANT INFORMATION

Shortlisting

Applications will be evaluated against the requirements of the post, with those candidates that best fit the requirements being shortlisted. Shortlisted candidates will be contacted and invited to interview. If you have not been contacted within one month of the closing date, please assume you have not been shortlisted. In this case, may we thank you in advance for your interest in this post and wish you the very best for the future.

Due to the volume of applicants, we are unable to give feedback to non-shortlisted candidates.

Selection Process

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children. The Joseph Rowntree School is committed to safeguarding and promoting the wellbeing of all children and expects all staff and volunteers to share this commitment. Therefore, interviews will include questions about safeguarding children.

Under the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Validation of Qualifications and Identity

All shortlisted candidates will be asked to bring original certificates of relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies for the successful candidate will be retained on their personnel file. The copies for unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

Right to Work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK.

Photographic proof of identity will also be required.

Disclosure & Barring Service

Employment at this school is subject to an enhanced check with the Disclosure & Barring Service. All such checks must be satisfactory before any offer of an appointment can be confirmed and before commencement of work can take place. All supply and/or peripatetic staff will be required to produce their ID and other relevant documents when they arrive at school.

Safeguarding

The Joseph Rowntree School is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure (see above).

Medical Assessment

Before taking a teaching appointment, the preferred candidate is required to complete an Work Health Assessment Form. This will be sent with the letter of appointment which states that the appointment is subject to a satisfactory medical assessment.
Induction and Continuous Professional Development

The Joseph Rowntree School is committed to developing its staff and is proud of the approach it takes to supporting appropriate staff development. Staff are fully inducted into our school community to enable new colleagues to become familiar with the culture of our school and its policies, expectations and procedures.

Dress Code

We expect all staff to dress professionally and appropriately for the roles undertaken at The Joseph Rowntree School. We pride ourselves on the high standards of dress of both our students and staff; these standards are led by our staff whom we expect to set an example.

School Policies

All school policies are available on our website or upon written request.
**JOB TITLE:** Pastoral Manager  

**POST NUMBER:**  

**REPORTS TO** Progress Leader  

**DEPARTMENT:** Joseph Rowntree School  

**GRADE:** 7  

**JE REF:**  

**PANEL DATE:**  

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### MAIN PURPOSE OF JOB

1. To provide support to the Progress Leaders of the Houses in the school, Parents, Carers and Staff so that children maximise their educational progress and personal development.

   To support the Deputy Head (Inclusion/Pastoral) in developing student welfare provision and the educational progress of vulnerable & challenging students. To help students and their families overcome difficulties.

   To provide support and advice and promoting effective partnership work with parents, external agencies, CYC & staff.

### CORE RESPONSIBILITIES, TASKS & DUTIES:

- To support the educational progress and welfare of vulnerable and challenging students. To arrange and provide support, personalised intervention, groups work and to promote home / school links.

- To maintain good working relationships with external contacts in order to implement strategies in order to breakdown barriers to learning and see students progress.

- Report to Head teacher and other senior staff in relation to student progress.

- To collect information and prepare reports. To record, monitor, evaluate and report on students progress with agreed strategies.

- Ensure that essential information about students is effectively shared.

- To support Raising Achievement, Behaviour, Rewards and Attendance policies.

- Support students and their families during the exclusion and reintegration process

- Provide a range of intervention strategies that will support vulnerable students, reduce barriers to learning and improve social inclusion.
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<th>Supporting Progress Leaders in the completion of CAFs, PEPs and other Child Protection paperwork for vulnerable students.</th>
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<td>Work with the Progress Leader to improve the punctuality and attendance of students.</td>
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<td>Work with the Progress Leader to provide support and advice to tutors and to support the implementation of the assembly rota.</td>
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<td>To mentor students / groups of students.</td>
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<td>Liaise with external agencies. E.g. Danesgate – regarding the transition of students from the re-integration panel and managed moves. Police – with regards to incidents relating to students.</td>
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<td>To produce standard and individual letters, documents and reports, sometimes of a more complex nature, within set guidelines and prescribed timescales. May be required to deal with and respond to complaints. E.g Reports on students for parent’s interviews, case conferences, references, transfer information and exclusions.</td>
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<td>Issue, collect and follow up report / target cards for identified students.</td>
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<td>To be a member of the Immediate Response Team and deal with On call’s as per rota / cover needs. To follow procedures in order to deal with any emerging situations.</td>
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<td>Ensure regular contact with parents / carer and that this is consistent in working to enlist their support and making sure that the schools values and expectations are understood</td>
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<td>Investigate incidents and ensure records of all incidents and how they were dealt with are kept. Admin support to Middle Leaders and Pastoral Team with the discipline of students.</td>
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<td>To contribute to the planning, developing &amp; designing of systems, policies &amp; procedures.</td>
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<td>Work with the other Pastoral House Managers, sharing best practice and developing a consistent approach to concerns about student behaviour and welfare.</td>
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<td>To undertake special projects / assignments relating to administration under the direction of the Progress Leader or Deputy Headteacher for pastoral matters.</td>
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<td>To keep up to date with changes to Child Protection &amp; Safeguarding legislation. To contribute to the development of training and development activities for staff.</td>
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<td>Implementation and running of a removal room as part of the schools sanctions system.</td>
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<td>Represent the school at meetings and present relevant information to other agencies and professionals.</td>
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<td>Working in the Inclusion room and associated areas with students.</td>
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<td>Make appropriate arrangements when students are transferring in and out of the school and/or when moving between Key Stages.</td>
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<td>Participates in the schools performance management system and take part in appropriate training and development opportunities</td>
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3. **SUPERVISION / MANAGEMENT OF PEOPLE**

None direct – may be involved in induction of new staff & ongoing staff training / development.

The post-holder will be responsible for directing the work of Form Tutors (although they will not be their line manager) both at registration time and during the course of carrying out their pastoral duties.

4. **CREATIVITY & INNOVATION**

Subject to minimal supervision, established procedures, practices and routines, where these exist and will contribute to any changes.

Will be required to deal with complex problems.

The postholder will follow documented school procedures within legal guidelines.

The postholder uses initiative in proposing changes to working practices for improvements in own and the schools working practices.

Continually assessing work improving systems as necessary.

Ability to give advice and seek information from pupils / parents

Creativity is needed when implementing systems from concept to implementation.

Innovation is needed when dealing with students whose behaviour can be challenging.

The post-holder will need to be able to manage student emotions so that both students and staff are safe at all times – this may involve de-escalating potentially violent situations.

Work within the school’s behaviour management guidelines but establish new procedures and approaches for individuals, as and when required.

5. **CONTACTS & RELATIONSHIPS**

SLT, team leaders on a regular basis to give and receive information, a confident, calm and firm manner may be required.

Dealing with issues which may not be straightforward and may require diplomacy and tact to resolve when having regular and frequent contact with the most behaviourally challenged students in the school.

Meets students and parents in highly stressful situations.

Communicates effectively with students, parents, other adults, Governors and colleagues which includes members of the Senior Leadership Team and Team Leaders, to enable information to be shared in a confident, calm and firm manner.

Takes part in team, whole school and multi-agency meetings, including Child Protection meetings and other relevant meetings with Police and Social Services.

Provide advisory support to teachers and other colleagues with respect to student progress and behaviour.

Acts as the primary point of contact for carers/parents and other outside agencies.
6. **DECISIONS – discretion & consequences**

Management / prioritisation of own workload. Delegating work where appropriate.

Negotiation, problem solving, giving advice and seeking information.

Working without close supervision and dealing with issues which will not be subject to established procedures, practices and routines.

Use judgement to design, develop and implement modification / variations to processes and working arrangements, to improve the quality of the work of the team.

Uses discretion when responding to enquiries so as not to commit any breaches of confidentiality.

The role the jobholder undertakes can have a significant effect on the efficiency of the operation of the school and support for Teaching staff.

Must be able to refer cases when needed and to deal with urgent issues as they arise.

To represent the school in Child Protection meetings as required and make relevant decisions on behalf of the school.

Analyse student performance and attendance data and identify students who require interventions to improve their achievement, progress, attendance, behaviour and effort.

Work with the Progress Leader to ensure that agreed routines are consistently followed across the school by teachers as well as support staff.

Decide upon appropriate sanctions for disruptive behaviour.

7. **RESOURCES – financial & equipment**

*(Not budget, and not including desktop equipment.)*

**Description (Value)**

Normal Office Equipment

8. **WORK ENVIRONMENT – work demands, physical demands, working conditions & work context**

**Work Demands**

Elements of job predictable others unpredictable. Required to work to deadlines set by external organisations or LA. Flexibility is required.

**Physical Demands,**

This role requires moving round the whole school site as may be required to search for students. Physical intervention may be required with students.

**Working Conditions**

No unpleasant working conditions. Normal school environment.

The post-holder will be required to supervise students during breaks, lunchtimes and before and after school both within and at times outside of the school building.

**Work Context**

There may be regular instances of conflict with students and with some parent/carers resulting in a moderate to high risk of abuse (most likely to be verbal) from some pupils / parents and a potential risk from contagious illnesses.
9. **KNOWLEDGE & SKILLS**

- Knowledge of child and young person development;
- Understanding of the social, educational and personal contexts which relate to children becoming vulnerable and becoming at risk of not fulfilling their potential;
- Understanding of the broader parenting policy agenda;
- A good understanding of SEN and Child Protection issues.
- A high level of accuracy especially in relation to record keeping.
- Knowledge of CAFs and PEPs
- Experience of multi-agency working;
- Ability to engage a wide range of partners to achieve positive outcomes;
- Good organisational skills;
- Good time management skills;
- Good interpersonal and communication skills (written, oral and presentation);
- Ability to achieve results through effective partnership working;
- Ability to manage a varied workload;
- Ability to work independently and as part of a team;
- May need to attend meetings across the city;
- Computer literacy, numerate, typing/secretarial skills;
- Ability to work under pressure to deadlines;
- Knowledge of Health and Safety issues;
- Knowledge of sexual health and/or teenage pregnancy work; substance misuse, domestic violence etc and how these issues can impact on parenting ability;
- Problem solving skills, diagnosing problems, exploring options and making accurate judgements;
- Good assessment skills, able to collect and analyse data;
- Administrative skills, able to maintain good quality written records as well as electronic records;
- Reliability and resilience.

10. **Position of Job in Organisation Structure**

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Job Reports to:
Progress Leader

THIS JOB
Pastoral House Manager

Other jobs at this level:
3 x Pastoral House Manager

Jobs reporting up to this one:
None
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SCHOOL VISION AND VALUES

- Excellence in everything that we do.
- The best possible outcomes for all of our learners – maximising potential.
- Respect for all individuals within and beyond our school.
- Outstanding teaching that inspires a love of learning within and outside the classroom.
- The importance of preparing our students to make an active contribution to the wider world.
- Kind and considerate Behaviour for Learning.
- Being creative and nurturing talent in all of its different forms.
- Being resilient, having self belief and working hard to achieve your goals in life.