



SMITHILLS SCHOOL

SUCCESS FOR ALL

**Pastoral Leader
Candidate Information**



OUR VALUES





Welcome to Smithills School

Thank you for expressing an interest in the position of Pastoral Leader. This is a wonderful opportunity to join our successful, over-subscribed 11-16 school at an exciting stage of our journey.

Smithills School is proud to be part of Bolton Impact Trust, a small, values-driven multi-academy trust comprising:

- Youth Challenge
- Lever Park
- Forward Centre
- Park School

Although each school within the Trust serves a different setting, we share a common vision and a strong set of values. Bolton Impact Trust is committed to pupil-centred, inclusive education and has consistently fostered a culture of collaboration and mutual support that reflects our own ethos.

As Headteacher I am fortunate to work alongside our talented staff, pupils, families and community partners. Our school is a very special place where we respect individuality, diversity and difference. Every child who joins us is encouraged to achieve and every adult who joins our team is given the opportunity to contribute.

Our values of Excellence, Independence and Community are evident in all that we do. They combine to ensure our vision of 'Success for All' is achieved.

In September 2023, just two weeks into my headship, the school was rated as 'Requires Improvement' in both Quality of Education and Leadership and Management, but was judged as 'Good' for Personal Development, and Behaviour and Attitudes. Ofsted acknowledged that 'pupils are warmly welcomed and quickly settle into school life,' praised our 'high aspirations for pupils' achievement,' and highlighted that 'staff feel happy and proud to work' at the school. They affirmed that we are heading in the right direction with the changes we are making, noting that more time is needed to fully implement and embed these improvements.

Since then, we have had a very positive monitoring visit, leaving us with only one Area for Improvement (AFI). Ofsted's feedback included that across curriculum areas, subject leaders have clearly identified the essential knowledge pupils must learn and the order in which it should be taught. Additionally, disadvantaged pupils and those with special educational needs and/or disabilities (SEND) are benefitting significantly from these efforts.

Our pupils are at the heart of everything we do. We are committed to developing and nurturing every child, providing the very best standards of education through a strong, knowledge rich curriculum, which is built around our expectations that all pupils will develop their depth of understanding across a wide range of subjects, securing an ambitious education for all. We also offer our pupils a wealth of cultural experiences, broadening horizons and developing self-esteem which provides them with the skills to make positive contributions to society, now and in the future.

We are committed to the continued professional development of all our colleagues and take our responsibility to develop leaders of the future seriously. We are equally committed to staff wellbeing: we provide a package of support to help all colleagues achieve a happy work life balance and we have a thriving wellbeing group that initiates real change in school.



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If you are a dynamic, motivated, conscientious professional who has a passion for working with children and young people and you feel you have the skills and personal attributes to work as part of an innovative, energetic and ambitious team, we would love to hear from you.

Carolyn Dewse
Headteacher



Why work at Smithills?

As a team, we value every member of staff – from the site team to middle leaders, from teachers to SLT, from canteen staff to teaching assistants, from pastoral staff to IT support. We know that every person on our staff is crucial to the strategic development and the operational work of our school. As such, we promote well-being and prioritise manageable workloads in the following ways:

- SLT are supportive and highly visible around our site
- Teachers have their own classrooms
- We are committed to the Education Staff Wellbeing Charter
- Staff wellbeing is prioritised with free access to our swimming pool, gym, 'Friday football' and all sports centre activities during the week and at weekend
- The Staff Wellbeing Team includes broad representation from teaching and associate staff
- This team meets at least every half term, capturing staff voice and responding with concrete actions
- Teaching staff typically have above the national expectation of 10% of Planning, Preparation and Assessment (PPA) time
- Every teacher has a protected Professional Development hour every fortnight
- CPD is a regular feature of our calendar and includes teaching and support staff
- Opportunities for career development are embedded in our structures and systems
- Early Careers Teachers thrive in a supportive and caring environment. They have access to a broad and individualised programme of professional development
- As part of our commitment to continuous professional development all staff are encouraged and supported to undertake further study
- Internal applications for a range of roles are actively encouraged
- Data entry points are kept to a minimum for each year group
- Every department has high quality 5-year curriculum plans in place
- Departmental marking policies have been designed to actively reduce marking workload
- All teaching staff have an iPad/laptop
- The correction system is centralised
- Lunch duties are paid
- Reprographics is centralised

Most of all, though, we offer something which a bullet point list cannot capture: our staff and students are friendly and fiercely loyal to our school. Our school is a community, and we are proud of that.

'Leaders at all levels carefully consider the impact of any changes that they make to school systems which may affect the workload and well-being of staff.'

OFSTED
September 2023

We encourage you to come and see our school for yourselves. Please contact the Headteacher's PA, Chris Shaw on 01204 842382 ext. 104 or c.shaw@smithillsschool.net to arrange an appointment. A member of SLT will be only too happy to show you around.

Closing date for applications: Midnight on Sunday 19th April 2026

Interview date: W/C 20th April 2026 - TBC



SMITHILLS SCHOOL
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Pastoral Leader

Salary: Grade E Points 11 to 17 £28,142 to £31,022 Per Annum PRO RATA

Actual Salary approx. £23,104 to £25,469

36 hrs per week term time only plus 2 days

8.30am – 4.15pm Monday to Thursday, 8.30am - 4pm Friday

Permanent Contract

Job Description

Main Purpose

To proactively collaborate with pupils, staff and parents/carers to promote positive behaviour among all pupils, and to help them overcome any barriers to learning. To plan, deliver and evaluate the impact of behaviour interventions.

Main Duties

- Ensure every child is ready to learn by removing barriers to learning such as not having the correct equipment and resources for the lesson.
- To be the lead professional on Early Help Assessments.
- Ensure pupils are in a state of mind conducive to learning and fully equipped with the skills to enable learning to take place.
- Liaise with teaching staff to provide particular support to targeted pupils to overcome specific barriers to learning and engagement- for example, attendance at school and lesson.
- Provide a firm approach delivered with empathy so all pupils can meet our high expectations for behaviour and academic study.
- Work collaboratively with Directors of Learning, Subject Leaders, the attendance team and SLT to ensure all pupils are supported.
- Be proactive, supporting and encouraging pupils to work hard, achieve and excel.
- Provide in class support for those that require additional help.
- Engage with parents/carers to ensure all children receive the best possible care and support.
- Be highly visible at transition times, supporting all pupils to arrive to lessons on time.
- Work with the school's designated safeguarding lead to ensure any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
- Support the after school key stage corrections system.

Monitoring, reporting and administration

- To monitor and promote pupils' attendance and punctuality in accordance with school policies and procedures.
- Plan, deliver, monitor and evaluate the impact of interventions, including any support that is provided to pupils through external agencies.
- Support staff by disseminating relevant information to support pupils to be successful.
- Plan and promote strategies to encourage positive attitudes and behaviour across the school.
- Train and support staff in recording behaviour incidents in line with school procedures.

Working with Pupils

- Work with the Inclusion and Engagement team regarding pupils that are or have been on caseload.
- Work with the Curriculum Hub to ensure the needs of pupils with SEND are met.
- Build and maintain positive relationships with pupils, in particular, those who find school life more challenging.
- Assist in resolving relationship issues between pupils.
- Visit pupils in lessons that they find challenging and work with them to ensure their progress is maintained.
- Work with the Inclusion and Engagement team regarding liaising with key members of staff on appropriate strategies for pupils that are or have been on caseload.
- Seek opportunities to celebrate pupils' successes, individually and collectively.

Working with Parents/Carers

- Act as a central point of contact for parents/carers to promote good home-school links.
- Build and maintain positive relations with parents/carers, particularly those hard to reach.
- Liaise with parents/carers to discuss strategies that can help promote positive behaviour.
- Carry out home visits, where necessary.
- Support progress by ensuring effective communication with carers, parents or carers.
- Encourage high aspirations and work with looked-after and previously looked-after children to plan for their future success and fulfilment.

Working with External Agencies

- Participate in regular meetings with various outside agencies as appropriate, including social services, child mental health services (CAMHS), education welfare and educational psychologists.
- Support the referral of pupils to appropriate agencies.
- Work with relevant professionals, including social workers and school staff, to develop, monitor and review looked-after and previously looked-after children's PEP.

School Culture

- To support the school's vision and values by contributing to the development and implementation of policies, practices and procedures.
- To help create a strong community, characterised by consistent, orderly behaviour and caring, respectful relationships.
- To be alert and active on issues relating to pupil welfare and child protection.
- To support and work in collaboration with colleagues and other professionals in and beyond the school.

Other Areas of Responsibility

Safeguarding

- Work in line with statutory safeguarding guidance (e.g., Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
- Work with the DSL to promote the best interests of pupils, including sharing concerns where necessary.
- Promote the safeguarding of all pupils in the school.



General

- To undertake any training commensurate with the post.
- To participate in the performance and development review process, taking personal responsibility for the identification of learning, development and training opportunities.
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace.
- Ensure that all duties and services provided are in accordance with GDPR and the School's Equal Opportunities Policy.
- The Trustees are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The roles and responsibilities in this job description may change and/or evolve in a reasonable manner over time.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.



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Person Specification

METHOD OF ASSESSMENT: Application Form, Interview and References

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • GCSE or equivalent level, including at least a Grade C in English and maths • Ideally any mentoring or mental health qualifications.
Experience	<ul style="list-style-type: none"> • Experience of working with children of a relevant age, dealing with difficult situations relating to poor behaviour. • Experience of working with outside agencies and participating in meetings • Experience of assessing pupils' needs. • Experience of delivering training courses and briefing sessions on specific topics including behaviour. • Experience of delivering programmes with pupils with challenging behaviour, including one-to-one, small group and whole-class activities. • Experience of coaching and advising staff on suitable behaviour interventions. • Experience of working closely with families, including carrying out home visits.
Skills and knowledge	<ul style="list-style-type: none"> • Strong listening skills and proven ability to deal with sensitive situations with integrity. • Proven ability to communicate effectively with adults and children, including through written and verbal communication. • Proven ability to create good relationships with pupils, staff and parents. • A well-developed understanding of strategies to manage and support young people with challenging behaviour in a school environment. • Proven ability to tailor interventions to individual pupils. • Knowledge and understanding of the trigger points that lead to poor behaviour. • Ability to review policies and procedures. • Excellent understanding of safeguarding policies and procedures and their role in child protection. • Proven ability to be flexible to changing workload demands and new challenges. • Ability to use IT systems and to conduct analysis and produce reports.
Personal qualities	<ul style="list-style-type: none"> • Willingness to provide the best possible opportunities for all pupils. • Well-developed sense of empathy. • Organised, proactive and self-motivated. • Good time management skills. • Commitment to upholding and promoting the ethos and values of the school. • Ability to work under pressure and prioritise effectively. • Commitment to maintaining confidentiality at all times. • Committed to safeguarding, equality, diversity and inclusion.



Safeguarding

Smithills School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates are subject to an enhanced disclosure from the Disclosure & Barring Service.

Current or previous employers will be contacted as part of the verification process pre-appointment checks if the applicant is short-listed. Information requested will include:

- Disciplinary offences relating to children, including anywhere the penalty is “time expired”
- Whether the applicant has been the subject of any child protection concerns
- The outcome of any enquiry or disciplinary procedure

Any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview.

We may use internet searches using information held in the public domain to perform due diligence on shortlisted candidates in the course of recruitment, in terms of suitability for the post applied for. Where we do this, we will act in accordance with our data protection and equal opportunities obligations.

C Dewse
Headteacher