

Queen Elizabeth Grammar School

Ullswater Road, Penrith, CA11 7EG

Tel: 01768 864621 Website: www.qegs.cumbria.sch.uk



Applicant Information Pack

Pastoral Manager

Band 3 – Points 5-6

(£21,575 - £21,968 Pro Rata / Actual £18,290 - £18,623)





Welcome to Queen Elizabeth Grammar School, Penrith

Founded in 1564 by Royal Charter, our school has been helping young people to secure outstanding academic results and providing a well-rounded experience for over 450 years. The school encourages students to take responsibility for their learning from the moment they join, ensuring they are well prepared for the challenges they face on their journey at QEGS. We are a growing school with 1040 students currently on roll, but remain sufficiently small to recognise individual talents and ensure everyone is challenged and supported to reach their goals.

As a selective Grammar school, we have a long standing tradition of supporting students to be highly successful in their academic studies and rightly hold a place as a Beacon of Excellence across Cumbria. Our uniqueness comes in the equal emphasis we place on sports and the arts, ensuring all students have the opportunity to be true to themselves and develop their talents whatever they may be. We see it as vital that our students have a wide range of experiences and that they are prepared for their next step when they leave QEGS. This is why we have such a strong focus on enabling students to become independent, autonomous learners able to take what they are taught in the classroom beyond the curriculum, through their own wider research; creating links and developing their own understanding. Being part of the QEGS family means students are prepared for the world beyond school whether that be University, Higher Level Apprenticeship or employment – they leave us with the skills to be successful, able to stand out from their peers and enabled to make a difference to the world around them.

This culture of success is embedded across all aspects of the school and our values mean we put as much emphasis on developing our staff to ensure they have the skills to support our students for this ever changing world. As part of our team you will be supported in your own CPD goals to ensure you are prepared for your next stage in your career, whether this be through internal CPD, school visits or external training such as NPQs. As a school, we never stand still and are always looking for that magic ingredient that will enable our school community to excel in everything they apply themselves to.

At our heart, our vision to enable students to Aim High, Think Beyond and Strive Together to prepare them for their next step, whatever this may be. We know that this is a collaborative process and one which is centred around having the most dynamic and highly qualified staff to be able to unleash this potential in our community and I look forward to welcoming you to our school.

David Marchant

Headteacher

Queen Elizabeth Grammar School is committed to the safeguarding of all students and as part of the recruitment process we conduct enhanced checks into applicant's background.

About Us

Aiming High, Thinking Beyond, Striving Together

Aiming High

Students are encouraged to be independent, inquisitive learners and to explore ideas beyond and across their subject areas. A highly relevant, varied and challenging academic curriculum has been designed to meet the needs of our academically able student population. We passionately believe that the world our students will enter when they leave school will require them to be flexible and use their skills and expertise from a range of disciplines in order to be successful in their chosen career path.

Thinking Beyond

We encourage students to be open-minded and engage critically with the world around them; educating them about both the opportunities and dangers that lie ahead of them. Students are offered a vast array of opportunities outside of the classroom; both curriculum linked and super-curricular. The opportunity to experience new places and cultures is an essential part of life at QEGS.

Striving Together

Since QEGS was founded in 1564, the school has always sought to be active in the community it so proudly serves. QEGS is also a community in itself, founded on mutual respect and personal responsibility. The student population work collaboratively alongside staff, to support each other and ensure each individual is able to be as successful as possible. Success is widely celebrated at QEGS whether it be academic, sporting, creative, cultural, personal or collective.

Curriculum

A highly relevant, varied and challenging academic curriculum is the foundation for learning at Queen Elizabeth Grammar School, Penrith. As such, whilst there is a strong emphasis from Year 7 in the core subjects, students are offered a range of subjects from all areas, with opportunities to study an ever-widening range of additional courses at GCSE and A-Level.

More broadly, through our tutoring programme, we encourage students to be open-minded and engage with the world around them; educating them about both the opportunities and dangers that lie ahead of them.

Students are encouraged to be independent, inquisitive learners and to explore ideas beyond and across their subject areas.

We passionately believe that the world our students will enter when they leave school will require them to be flexible and use their skills and expertise from a range of disciplines in order to be successful in their chosen career path.



Curriculum Organisation Overview

We are committed to providing a curriculum that responds to the needs of every student whilst ensuring access to a broad and balanced educational experience. For the majority of our students, this means learning with us from the ages 11 to 18. We view this as a continuous, coherent journey and see one of the most important functions of learning during any key stage as being to prepare students for the next one.



Key Stage 3 (Year 7-9)

In KS3 our students have a broad and balanced curriculum which develops a wide range of skills and knowledge. Students will cover the full range of core and foundation subjects outlined in the National Curriculum, including two languages (French and German). Science is taught in an integrated way across Year 7 and Year 8 before becoming three separate disciplines in Year 9.

Key Stage 4 (Year 10-11)

At Key Stage 4, students are able to choose from a wide range of GCSE option subjects. All students study Maths, English Language, English Literature, RE, PE, Biology, Chemistry and Physics. They then choose their option choices with advice and guidance on an individual level. The majority of students take 11 GCSEs. All students also have lessons in personal development as part of their KS4 programme. This covers careers education, emergency aid, enterprise, health education, sex and relationship education, drugs education and study skills. Students in Year 10 have the opportunity of a week of work experience in the summer term.



Key Stage 5 (Year 12-13)

We offer a wide range of A-Level courses. All students in the 6th form attend on a full time basis and most study three A levels with the option of the EPQ and a wide electives programme.

At both KS4 and KS5, QEGS performs above the national average in terms of performance measures.

A wide range of enrichment opportunities and trips are available to students across all key stages and all Year 12 students do a work experience placement.

Pastoral Department

Our pastoral team is made up of our three pastoral managers who support our Heads of Year and Assistant Head to ensure the care and well-being of students. Each of our pastoral managers has a particular student group they focus on, in addition to dealing with student issues which may occur on a day to day basis. You will be working as part of a close-knit team who are constantly sharing information with each other to ensure students are kept safe and enabled to reach their potential in all aspects of their school life. As a pastoral manager you will also have a key role in the safeguarding of students, identifying and reporting concerns as part of your safeguarding role.

A Career at QEGS

In the competitive world of educational recruitment, it is important for teaching staff and support staff alike to consider whether there is a natural fit between their personal values and those of the organisation they are anticipating joining, whatever stage of their career they join us.

A significant reward of working at QEGS is that you will have the opportunity to work with some of the most talented, engaged and motivated students and staff in the country. Our common values of respect, integrity,

determination, equality of opportunity and self-management instil in our students a strong work ethic, and our supportive culture provides what many people describe as a 'family feel' within our school.

As well as offering you a competitive salary and access to a generous pension scheme, there are also many additional benefits of working at QEGS some of which are summarised below:

- A supportive and collegiate staffing team
- A strategic programme of personalised CPD is offered, to help you plan your future career
- Access to a range of career enhancing qualifications including National Professional Qualifications (NPQML, NPQSL, NPQH and NPQEL), as well as industry specific qualifications e.g. AAT; BIFM and Masters degrees
- Staff social events
- Staff enrichment opportunities e.g. sporting activities
- Opportunities to participate in a varied programme of school trips, including visits to Zambia, Germany, winter sports etc.
- A policy of promoting from within (where possible).

Application Process

The closing date for applications is **9.00 am 27th March 2023**, with interviews expected to take place on **30th March 2023**.

Please complete the application form which is available on the school website <https://qegs.website/>

Please submit your application via email to Becky Kennedy at secretary@qegs.cumbria.sch.uk.

Applicants are invited to contact the school to discuss the role informally with Vicki Smith, Assistant Headteacher, or to arrange a visit to our school prior to application. Please contact Becky Kennedy on 01768 864621 to arrange this.

Please note we will assess applications as they arrive and reserve the right to close the application process early.

Shortlisting and Interview Process

Shortlisting will be based solely on the information provided within the application form, so ensuring your application form is accurate and fully completed is imperative.

After the shortlisting process has taken place successful candidates will then be invited to interview and references will be contacted.

All candidates who have been invited for interview will be required to bring the following documentation:

- Right to Work in the UK evidence (typically a passport or driving license)
- DBS Acceptable ID
- All relevant qualification certificates

Queen Elizabeth Grammar School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. An enhanced criminal record check via the Disclosure and Barring Service (DBS) will be undertaken for the successful candidate, including a check of the DBS Children's Barred List. All applicants must be willing to undergo safeguarding screening appropriate to the post, including checks with the DBS and at least two satisfactory references.

It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

Job Description

| | |
|----------------------|---|
| Job Title | Pastoral Manager |
| Salary | Band 3 - Points 5-6 £21,575 - £21,968 Pro Rata / Actual Salary £18,290 - £18623 |
| Hours of work | Full Time / TTO |

Overall Job Purpose:

To enable all pupils to engage in education by providing leadership and support around student welfare, behavioural and attendance issues. This will involve working with staff, parents/carers and pupils to address barriers to learning and make sure effective policies and procedures are in place.

Main duties:

Working with pupils

- Welcome students into school in the morning
- Identify strategies to help overcome individual pupils' barriers to learning
- Use systems to monitor the behaviour and progress of pupils who are on targeted interventions
- Co-ordinate the development of pupils' individual behavior plans and review ongoing progress towards set goals
- Manage the transition of new pupils arriving or existing pupils returning to school
- Promote high standards of behaviour and consistently implement the school's behaviour policy
- Focus specially on the needs of Pupil Premium students, ensuring plans are implemented to provide the best experience for this group of students.

Working with staff

- Liaise with teaching staff and Head's of Year to monitor pupils' behaviour
- Work with the attendance officer to monitor and implement strategies to improve the attendance of pupils who are on targeted interventions
- Work with the SENDCO to identify pupils in need of additional support and collaborate in planning for their needs
- Work with the Assistant Head Pastoral to ensure that all strategies are used to ensure students are able to learn effectively
- Work with the Assistant Head Pastoral to review the Pupil Premium development plans.

Working with parents/carers and external agencies

- Act as the lead point of contact for specific parents/carers in relation to pastoral and behavioural issues, involving relevant staff members as necessary
- Communicate with parents/carers following behavioural incidents
- Maintain regular contact with key parents/carers to discuss their child's progress, behaviour and attendance
- Build positive relations with key parents/carers to encourage family involvement in their child's progress
- Under the direction of AHT pastoral, liaise with external agencies and professionals as required, to cater for pupils' individual needs

Administration

- Maintain accurate records of interventions and relevant meetings

- Facilitate the transfer of relevant pupil information inside and outside the school
- Make sure that pupil medical information is updated and that staff are aware of the individual medical needs of pupils
- Complete relevant paperwork required by external agencies

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 designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school
- Work as part of a team to review flagged behaviour on ICT systems

Whilst every effort has been made to explain the main duties and responsibilities of the post, the list of tasks is not exhaustive. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Person Specification

| Area | Essential | Desirable |
|------------------------------------|--|--|
| Qualifications and training | <ul style="list-style-type: none"> GCSE or equivalent level, including at least a Grade C in English and Maths | |
| Experience | <ul style="list-style-type: none"> A working knowledge of Safeguarding. | <ul style="list-style-type: none"> Experience working in a school environment or other educational setting. Experience working with children / young people with additional needs (e.g. SEND, behavioural, mental health). Experience supporting and working with parents of young people with additional needs. Experience planning and delivering targeted interventions. Experience working with colleagues and external stakeholders (e.g. from external agencies). |
| Knowledge and skills | <ul style="list-style-type: none"> Good listening skills. Effective written and verbal communication skills. Able to use IT systems and to conduct analysis and produce reports. Able to create good relationships with children, staff, parents and external agencies. Safeguarding of children and young people. | <ul style="list-style-type: none"> Knowledge of the barriers to learning that pupils may face. Tailoring plans and interventions to individual pupils. Knowledge of available support services in the local area. |
| Personal Attributes | <ul style="list-style-type: none"> Patient and calm. Wants to provide the best possible opportunities for all pupils. Organised, good time management, proactive and self-motivated. Upholds and promotes the ethos and values of the school. Able to work under pressure and prioritise effectively. Maintains confidentiality at all times. Committed to safeguarding, equality, diversity and inclusion. | |