



Pastoral Coordinator Candidate Information Pack



June 2024

Dear Candidate,

Over the last seven years, King Solomon Academy has consistently been one of the highest performing non-selective schools in the country. We are a team and family, aiming high, working together, being kind and leading the way. Joining our team offers you the unique opportunity to be part of showing what an exceptional education can achieve for our community.

We are excited to appoint to the role of Pastoral Coordinator to the Secondary School. Whilst we seek to maintain the highest possible academic ambition for every pupil in our care, we know we all achieve our best when we attend school every day and feel safe and happy both in school and beyond. As such, the role of Pastoral Co-ordinator is a vital part of our school community.

To apply, and to see more information about the school and this role please visit <http://kingsolomonacademy.org/current-vacancies>. The deadline is **11am on Monday 10th June**. To discuss the role, please feel free to email the Principal's PA, Abi Saleh, on a.saleh@kingsolomonacademy.org or phone on 0207 563 6901.

Yours sincerely,

Beth Humphreys
Principal

Job Description: Pastoral Coordinator

Reporting to: Appropriate Senior Leader
Location: King Solomon Academy, Older Years Site
Salary: Support staff Band 5 (points 5 to 13)
(Full Time equivalent (£27,687 - £31,344) actual salary (£28,115.47 - £31,829.07))

Working Pattern: Full time, term-time only, 7.45am - 5pm
Start date: ASAP or September 2024

The Role

To work closely with identified groups of pupils to improve attendance, well-being, behaviour and academic achievement. To provide additional capacity to both the teaching and pastoral teams through making phone calls and home visits, mentoring and tutoring as well as supervising pupils learning independently and covering lessons when teachers are absent.

Key responsibilities

- Ensuring attendance of vulnerable pupils is high
- Supporting the learning of pupils by supervising pupils completing work set by subject specialists in class or supervising pupils working independently/out of class
- Mentoring pupils to improve their regulation strategies, impacting positively on their behaviour and attitude
- Ensuring key parts of the day are successful (e.g. break, lunch, activity, enrichment)
- Communicating with parents
- Recording and monitoring information appropriately

Outcomes and activities

Raising attendance and punctuality of vulnerable pupils:

- Making proactive phone calls to pupils with concerning attendance to ensure they are in school.
- Attending home-visits to collect vulnerable pupils
- Managing communication and parent relationships to ensure families are supported with attendance concerns

Progress in lesson time:

- Supervising pupils so that they can make rapid progress when their specialist teacher is absent or when they are working in isolation

- Applying the KSA behaviour policy robustly to ensure that all pupils remain focused when doing independent work

Mentoring vulnerable pupils:

- Mentoring pupils to improve their regulation strategies, impacting positively on their behaviour and attitude
- Driving improvements through targeted action planning and appropriate rewards
- Working with teachers and wider pastoral team to ensure whole team approach to each child's progress
- Supporting key pupils in lessons

Effective running of systems and routines:

- Ensuring that all significant safeguarding and behaviour concerns are appropriately escalated and recorded
- Ensuring rewards and sanctions are accurately recorded and followed up appropriately
- Supporting lunch and break times to ensure routines are in place.

Managing parent relationships

- Keeping parents informed
- Answering parent emails and phone calls
- Speaking to parents on phone, in meetings and in homevisits to maintain relationship, through reward phone calls and sanction related phone calls

Other

- Undertake other various responsibilities as directed by the Principal.



Person Specification: Pastoral Coordinator

Qualification criteria

- Right to work in the UK required
- Degree level qualification desirable but not required
- Mentoring, tutoring or coaching accreditations desirable but not required

Knowledge and experience

- Experience of working with children and/or young people in a structured environment
- Experience leading, coaching and motivating pupils
- Ability to run and devise systems
- Proficient use of Microsoft Office is essential

Skills and attributes

We are looking for these skills and attributes or at the very least, a clear, demonstrable capacity to develop them organised around our four school values:

“Aiming high”

- Prepares for success with excellent organisational skills
- Works hard to achieve goals
- Never gives up on ourselves, our teammates or our mission
- Willingness to play a full part in school life and go above and beyond to ensure success
- High energy and driven by a ‘whatever it takes’ attitude.

“Working together”

- Works effectively as part of a team
- Seeks out opportunities to build on own and others’ strengths and helps others to be better through a culture of clear, kind feedback

“Being kind”

- Able to create a safe, happy and successful environment for everyone in our community
- Shows gratitude
- Takes care of others
- Exhibits pride in achievements of self and others
- Able to talk to pupils in a way which calms them down and reduces confrontation

“Leading the way”

- Has a passion for working with sixth form students
- Has confidence to hold students to account and have high expectations of them
- Is a positive role model to others
- Is brave
- Shows initiative
- Feels passionate about creating a better future.

Other

- Commitment to equality of opportunity and the safeguarding and welfare of all students
- Willingness to undertake training
- This post is subject to an enhanced Disclosure and Barring Service check.

Principal

Beth Humphreys graduated from the University of Edinburgh with an MA in English Literature and French and then completed a second Masters' degree in Educational Leadership at The Institute of Education. She joined KSA secondary in 2012 as an Assistant Head and then Deputy Head, leading on curriculum and professional development before she became Head of Primary in January 2017 and Associate Principal. Beth has now been appointed to lead King Solomon Academy as Principal. She is proud to serve our all-through community and is passionate about ensuring our children get the very best start in life anyone could give them.



Positive Action and inclusive recruitment at KSA

We want to make applying to and working at King Solomon Academy as inclusive as possible, and have a variety of systems in place to ensure that our approach is as fair and open as possible:

- Transparent application procedure, including a well signposted interview day, which tells candidates how they will be assessed and how they can prepare
- 'Blind' screening of applications, discounting identifying characteristics when shortlisting, in pairs
- Diversity and Inclusion training for senior leaders involved in recruitment
- Interview processes which include a range of leaders to avoid any individual bias
- Discussion with the Staff Working Group (staff consultative body) to ensure the recruitment process is inclusive.

We are keen to bring new perspectives and backgrounds into our school to build a diversity of thinking so that we can build the best school possible. Following and analysis of our teaching body, we are actively welcoming qualified candidates from Black and Ethnic Minorities, as they are currently under-represented amongst our teachers. This is particularly important given the diverse community we serve.

Ark Safe Recruitment Procedure

Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Reference checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in exceptional circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships with pupils.

If you can't fly then run, if you can't run then walk, if you can't walk then crawl,
but whatever you do you have to keep moving forward.

Martin Luther King

