



BUTTERSHAW BUSINESS &
ENTERPRISE COLLEGE



Application Pack

PASTORAL MANAGER



Head of School – Ms R Hartley

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WELCOME

The governors, staff and students of Buttershaw Business and Enterprise College (BBEC) warmly welcome you to our guide for prospective applicants for the role of Pastoral Manager.

Our vision is that we will all work to ensure that our students will be the **best** they can be and can achieve great things. They will be **ambitious, resilient** and **determined** in their learning and **respectful, courteous** and **kind** in their relationships.

We will thus prepare our students to lead **happy** and **successful** lives.

We live this vision every day. It is a real privilege to introduce our vibrant school to you.

We believe students' education is not a dress rehearsal; they only get one chance and it is important that our school provides a safe, happy environment where our young people feel valued and can learn and fulfil their potential. The school has undergone change over recent years; these changes have resulted in greater success for our students. We are on a trajectory of rapid improvement. At BBEC we understand the importance of great teaching and our students being successful academically, but as well as this we offer fantastic opportunities for children to develop skills and interests beyond the classroom. We believe this helps students have a fully rounded, exciting learning experience so that they can thrive and be prepared for adult life.

We are a truly comprehensive school and we welcome all children. We have a fantastic mix of students with different skills and talents. The breadth of our curriculum is designed to include a range of academic and innovative courses for all abilities, from the university bound to those with additional learning needs. We are truly proud of our inclusive approach and our commitment to see every child reach his or her potential. We expect all staff to work hard to ensure that we fulfil this aim.

The intent of the curriculum at BBEC is to:

- develop the whole child to ensure that they embody BBEC's values, both in and out of school, by being ambitious and resilient in their work and courteous and kind in their interactions with other people.
- provide an all-round education that delivers excellent outcomes in terms of academic success, improved cultural capital and increased ambition in order to counter social disadvantage.
- create a school where everyone belongs and equality of opportunity is actively and effectively promoted.
- develop an understanding, appreciation and respect for diversity while recognising and celebrating difference as well as all we have in common.
- ensure students are compassionate, courteous and kind by guiding their moral, intellectual and creative development.
- secure high levels of literacy, oracy and numeracy to enable students fully to participate in their acquisition of knowledge at BBEC and (the world) beyond.
- nurture academic habits and skills, emotional intelligence and creativity across a wide range of subjects including the arts, music, performing arts, IT, technology and sport.
- foster confidence, delight, resilience and discipline in seeking knowledge; a buzz for learning!



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- develop knowledge of, and pride in, Buttershaw and Bradford as well as developing ambition and awareness of the possibilities outside the local environment.

At BBEC, we recognise that our staff are our biggest asset. We believe that our children deserve only the best quality staff, so we recruit carefully and invest in training to ensure continued improvement and an excellent quality of education.

Although we are a large school, we work very hard to ensure we retain our community, family ethos. We strongly believe education is a partnership between school, students and parents and work hard to develop this partnership.

We would be delighted to invite you to visit us in school so we can share our vision with you.

Ruth Hartley
Head of School



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ABOUT BBEC

Buttershaw Business & Enterprise College is an **improving school**. We are an ambitious, community-focused academy of just under 1500 students serving an area of social deprivation on the southern edge of Bradford and seven miles from Leeds. BBEC is popular locally and is rapidly becoming the school of choice for the community of Buttershaw; for the last four years we have been over-subscribed in Year 7.

**We all belong
at BBEC**



BBEC is an **inclusive school**, our school motto is 'We all belong at BBEC'. We celebrate our differences and our similarities and do not tolerate discrimination of any type. We have a bold approach to inclusion and work so that all students and staff can bring their authentic selves to school.

ability culture gender identity
mental health race hobbies personality
gender expression physical health nationality
sexual orientation fertility appearance age
occupation political affiliation language
marital status religion location education class

BBEC has a cohesive, highly skilled and ambitious staff team who work hard to ensure that every student is successful. Many of our students face multiple challenges and it is through clarity of vision, professionalism and determined support for students and for each other that we are bringing about improvement. We have the highest expectations for all our students and expect that our staff teach to the very highest level. We have a rigorous approach to quality assurance and a significant commitment to Continuing Professional Development. Teachers have many opportunities to improve their teaching pedagogy and pedagogical subject knowledge and we expect them to make the most of these opportunities to ensure that the highest of standards are maintained.

BBEC is situated in a modern building. It has well-equipped departments that are arranged in suites of rooms. All teachers have a laptop, all classrooms are equipped with projectors and interactive whiteboards and all classrooms have access to student laptops.

All at BBEC are dedicated to raising the aspirations of our students and improving cultural capital through ambitious schemes of learning in all year groups and a varied offer of extra-curricular activities and opportunities. We run trips and visits to places in the UK and across the world, our students take place in a myriad of competitions and our CEIAG programme is exemplary. BBEC is unique in having five academies in Art and Design, STEM, Performing Arts, Sport and Enterprise, all of which aim to broaden the experiences and skills of our students.

This exciting role offers great opportunities for the successful candidate and a chance to make a difference to some wonderful young people.



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PASTORAL SUPPORT AT BBEC

Ultimately led by the Senior Deputy Headteacher (Behaviour), supported by two of our Assistant Headteachers, the pastoral team supports students who are vulnerable and/or struggling with school life and expectations. Day to day support and encouragement is organised by the pastoral team, whilst further specialist support is available through the school's welfare team.

The pastoral team has two roles: to be individual members of a year team, together with the Head of Year and Assistant Head of Year and to act collectively to ensure good order around school. In the latter role they are led by the Lead Pastoral Manager who is supported by the Deputy Lead Pastoral Leader.

The specialist welfare team is as follows:

- Welfare Team Leader and Hub Manager
- Learning Development Centre Manager
- Tic-Tac Co-ordinator
- Bridge and Connect Manager
- Principal First Aider
- Pastoral Support Officer
- Attendance Support Officer

The specialists work with the year teams to ensure that all students are effectively supported to have a positive and successful experience of school life.



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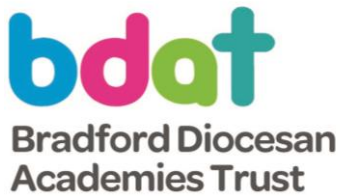
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ABOUT BDAT

Buttershaw Business and Enterprise College is an academy within Bradford Diocesan Academies Trust. If you are successful in being appointed, the Trust will be your employer.

GENERAL INFORMATION AND BACKGROUND

Bradford Diocesan Academies Trust (BDAT) is a Multi-Academy Trust (MAT) supporting a number of primary and secondary academies in Bradford. BDAT is the only Church of England MAT operating in Bradford, as part of the Diocese of Leeds. BDAT is a charity governed by a board of trustees who are responsible for, and oversee, the management of the company. The Memorandum and Articles are available on the Trust's website at www.bdat-academies.org.

OUR MISSION STATEMENT

"The Trust's mission is to provide an education of the highest quality within the context of Christian belief and practice." We believe every child only has one chance at a good education. In practice, as a Trust, we seek to work with and alongside the academies in our Trust to provide a good quality of education to all children in our academies. The Trust does this through operating a light touch support role for academies at times of challenge and by establishing collaborative structures and processes to enable our academies to work together and share good practices. As our family of academies continues to grow, we are constantly looking at how we can continue to improve to establish effective and efficient ways of partnership working.

OUR GROWTH

The Trust has academy orders to support 17 Church and non-Church academies across Bradford. This includes four secondary academies (Immanuel College, Buttershaw Business and Enterprise College, Belle Vue Girls and Bradford Forster Academy) and 13 primary academies. We envisage we will continue to grow at a sustainable pace over the next few years, in line with the Government agenda that all schools will become academies by the end of 2022, to a maximum size of approximately 20 schools. We believe this will mean we are big enough to achieve business economies of scale whilst being small enough to retain our family of schools approach where we truly able to know, understand and support each other.

OUR CHRISTIAN ETHOS

BDAT is a proudly Christian organisation committed to providing high-quality education for all within an ethos which encourages academic, vocational, mental, physical, and spiritual opportunities and development for each member of its academies. Whilst robust Christian principles underpin the work of the Academy, everyone is encouraged to explore their own spirituality and to recognise and understand that of others. It is for this reason that we choose to support and sponsor Non-Church of England academies, as well as those within the faith.



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THE BDAT EMPLOYEE PLEDGE

Bradford Diocesan Academies Trust recognises that if our schools are to succeed, our teachers and school staff are our most valuable asset. As such we work hard to be an employer and the schools of choice in Bradford.

WE DO THIS BY:

- Relentlessly only recruiting the highest calibre of staff who share our aspiration and ambitions for our pupils to succeed;
- Developing our teams by talent spotting and rewarding our next generation of leaders
- Making sure BDAT is a good place to work so that retain and grow the expertise and skills of our people. Keep reading to find out more about our employee pledge which sets out what you can expect from us if you choose to join BDAT and what we will expect of you.

WE WILL OFFER YOU:

- Work in a values driven, student centred organisation where every child is supported to reach their academic potential and accomplish their individual goals. <http://www.bdat-academies.org/about-us/bdat-mission-statement/>
- The prospect of working for an increasingly successful and growing Trust which is committed to providing high quality education for all of its students and to be the schools of choice. www.bdat-academies.org
- A separate annual career development discussion with a senior leader resulting in a bespoke career development plan in addition to Performance Management.
- Ongoing assistance in developing your 'craft' of teaching
- Assistance with career progression both within and outside the Trust
- A competitive employees' benefit scheme <http://www.bdat-academies.org/aboutus/employee-benefit-scheme/>

WE WILL PROVIDE YOU WITH THE OPPORTUNITY TO:

- Have a week's placement in one of the BDAT schools within the first two years
- Shape the curriculum developments in an ever-changing world
- Work with like-minded subject colleagues from the other trust schools
- Shadow colleagues both within the school and across BDAT
- Support the development of staff new to the profession or to their role



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THE BDAT EMPLOYEE PLEDGE (continued)

IN RETURN, WE EXPECT YOU:

To Model

- The values of BDAT and your school at all times
- Professional behaviours at all times

To Be

- A consistently good member of staff on a day to day basis
- Committed to ongoing professional development
- A team player and to adopt a 'can do' attitude

To

- Place safeguarding of students at the heart of the work
- Engage in constructive professional dialogue, giving and listening to feedback
- Contribute to the development of students and staff

Thank you for taking the time to read this information.



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MAKING YOUR APPLICATION

We hope that having read this pack you are inspired to apply for the post.

In order to apply, please complete the BDAT application form. The application form can be downloaded from the school website www.buttershaw.net under Staff/BBEC Current Vacancies.

At BBEC our first priority is keeping our young people safe. Safeguarding is at the heart of all we do, and we work hard to ensure that all of our students are safe at all times and know how to keep themselves safe in a variety of situations. BBEC makes decisions about the suitability of prospective employees based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks, together with references and interview information.

If you would like to speak to someone about the vacancy or to arrange to visit the school, please contact Anna Krywyszyn at Buttershaw Business and Enterprise College on 01274 676285, or by email at anna.krywyszyn@bbec.bdat-academies.org.

Applications must be received by 9am on Monday 4 July. Interviews will take place w/c 4 July 2022.

INCLUSION

As a Trust we are an inclusive employer. We welcome applications from candidates of all backgrounds, faith, ethnicities or with any protected characteristics. We are simply looking for the very best candidate for the job and will assess your application only on the information in your written application or your performance at interview should you be successfully shortlisted.

We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, gender, religious beliefs, marital status, sexual orientation or disability. The person specification sets out the criteria used to assess candidates through the selection process.



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PASTORAL MANAGER – JOB DESCRIPTION

Scale 5 (SCP 12-17) £19,208 - £21,481 (actual salary – pay award pending)

37 hours per week term time only plus two days.

1. JOB PURPOSE

Working with the Pastoral Team and with the Head of Year to ensure all students within a year group make the maximum possible progress in learning.

2. PRINCIPAL ACCOUNTABILITIES

Student Behaviour

- Taking a lead role in managing the behaviour of students in classrooms and the surrounding corridors
- Being a part of the in lesson duty team, including support in the BSU as required
- Using the school rewards and sanction systems creatively with individuals and cohorts to encourage good attendance and attitudes to learning
- Being proactive in the management of student behaviour; responding to incidents as they occur.
- Encouraging students to be on time and to settle in to lessons
- Ensuring bullying, racist and homophobic incidents are dealt with efficiently, effectively and recorded
- Managing student detentions
- Supporting the management of the BSU and red card room
- Supporting teaching staff dealing with yellow/red card incidents
- Being a presence by walking the school and checking on attitudes to learning
- Visiting year group lessons to check on attitudes to learning and conformity to school expectations
- Catching students being good and rewarding them
- Being part of the school duty teams before and after school, at lesson changeovers, breaks and lunchtimes and understanding key 'hotspots' during the day

Tracking and Monitoring

- Collating and recording the evidence to be used for the reward activities and sanctions for a Year group
- Monitoring the impact of rewards and sanctions
- Monitoring the behaviour point system and ensuring that actions are taken at threshold points
- Ensuring that interventions with students are appropriately recorded, the students' progress tracked, and the impact of intervention measured by its effect on student attitudes and progress
- Managing a case load of students, including those who need additional support

Parent Liaison and Student Attendance

- Liaising with parents as appropriate
- Offering support to ensure students attend regularly
- Taking responsibility for ensuring that students are appropriately rewarded or sanctioned and that parents/carers are informed of such
- Liaising with parents over their concerns or school concerns about behaviour
- Supporting the attendance team and ensuring that persistent non-attendance is dealt with effectively.

Support for the School

- Ensuring effective communication in all aspects of the role.
- Acting as a role model to promote whole school policies within the classrooms, on the corridors and to and from school
- Assisting the Head of Year with year group assemblies, events, activities and taking direct responsibility for some as agreed
- Meeting with the Head of Year (for a specific year group) to discuss students
- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Being aware of and supporting difference and ensuring all students have equal access to opportunities to learn and develop.
- Contributing to the overall ethos/work/aims of the school.
- Appreciating and supporting the role of other professionals.
- Attending in and participating in relevant meetings as required.

- Participating in training and other learning activities and performance development as required.
- Assisting with the supervision of students on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher.
- Supporting, upholding and contributing to the development of the school's Equality Policy and practice in respect of both employment issues and the delivery of services to the community.

The duties and responsibilities listed provide an outline of the job. You may be asked to undertake other duties.



PASTORAL MANAGER - PERSONNEL SPECIFICATION

ATTRIBUTES	ESSENTIAL REQUIREMENTS	HOW IDENTIFIED
Qualifications	Good numeracy/literacy skills (grade 4 or above in English and maths at GCSE or equivalent) Evidence of relevant training or willingness to undertake such training	Application
Managing Student Behaviour	Successful recent experience of working as a pastoral manager (desirable) Experience of working with children of relevant age, assisting in their development Confidence to challenge difficult behaviour Experience of working as part of a team Ability to relate well to students especially in difficult situations Ability to remain calm under pressure and to deal with difficult situations Demonstration of good co-operative, inter-personal and listening skills including mediation and conflict resolution Ability to be proactive in dealing with behaviour issues including contributing effectively at matrix meetings Ability to display an understanding of social/welfare issues as they affect children, families and schools. Recent relevant experience of working with young people whose learning may have been impeded due to a range of circumstances including additional needs Behaviour management training Understanding of principles of child development and learning processes	Application References Interview
Tracking and Monitoring	Good organisational skills Ability to work to deadlines Accuracy and attention to detail Ability to use ICT effectively in relation to the post Good numeracy/literacy skills (grade 4 or above in English and maths at GCSE or equivalent)	Application Interview
Parent Liaison and Student Attendance	Ability to communicate with parents in a calm and courteous manner Ability to maintain a professional manner in difficult situations Full understanding of the range of available support services/providers A track record of effective contribution to CAFs or similar processes	Application Interview
Personal Circumstances	Must be legally entitled to work in the UK (Asylum & Immigration Act 1996) Able to satisfy the requirements of safeguarding recruitment checks in line with Keeping Children Safe in Education (2019) Must have the ability to be flexible and work to the requirements of a busy school Interest in the school's wider role in the community	Application Interview
Disposition and Attitude	A passion for education and a deep-felt desire to make a difference for young people. Possessing educational vision underpinned by values Emotionally intelligent: knowing when to direct, when to challenge and when not to; being able to inspire, present a positive perspective at all times; being able to listen and show awareness of other's sensitivities; having personal pride and leading by example. Understands the importance of work/ life balance. Enthusiastic, flexible, team player who enjoys hard work and takes constructive criticism. Approachability, courtesy and ability to present a positive image of the school to callers and visitors Maintain confidentiality in matters relating to the school, its students and its staff	Application Interview References

	Ability to self-evaluate learning needs and actively seek learning opportunities Good oral and written communicator.	
Physical	Resilient Physically able to cope with the demands of a multi-level building	References Interview
Equality	A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.	Application Interview