



## CANDIDATE INFORMATION PACK

# Pastoral Manager

**Closing date: 13 January 2025**

**Interview Date: w/c 13 January 2025**

**Start Date: ASAP**

## Welcome from the Headteacher



I am proud to welcome you to Belle Vue Girls' Academy. We are a long-established and highly successful academy with a thriving Sixth Form, providing an exceptional quality of education for girls aged 11 to 18.

At Belle Vue, we are committed to providing an exceptional educational experience for all, empowering our young people to become confident learners, confident communicators, and confident future citizens. We expect nothing but the best, from everyone, for everyone.

Our students are highly motivated, ambitious and aspirational. They are excited by learning and value the extensive opportunities we provide for academic and personal development. They get involved in exciting and enriching activities and experiences and develop as leaders and young citizens. We expect excellent attendance and punctuality, and for students to always behave in a respectful and courteous manner. Our high standards mean that our academy is a safe and happy place for all students to learn, and that all students can fulfil their potential.

Our staff are driven by ambition, aspiration, and excellence. They have the highest of expectations of all and work hard to ensure every student achieves aspirational academic outcomes, with personalised support, care and guidance at every stage of their journey. Our staff believe in and champion our students, we ensure no student is ever left out or left behind.

Our high expectations and the exceptional quality of education our girls receive means that our students make excellent progress. Our track record is consistently strong, with student progress consistently above Bradford and national average. In the Sixth Form, outcomes are equally strong with students achieving excellent Academic and Applied Vocational qualifications which allow them to progress to the next stage in their education with confidence. Our girls work hard for their success, and we are very proud of them.

I would like to invite you to explore our website and to find out more about us and the achievements of our remarkable students.

**Mrs. Deborah Anness**

**Headteacher**

## Pastoral Manager

Band 8 SCP 16-22

For full details please contact Nichola Laidman, Headteacher's PA,  
[nichola.laidman@bvga.bdat-academies.org](mailto:nichola.laidman@bvga.bdat-academies.org)

**Closing Date: 13 January 2025**

*We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. All posts are subject to an enhanced criminal records check via the Disclosure and Barring Service (DBS)*

**BELLE VUE GIRLS' ACADEMY**

### OUR VISION, VALUES & COMMITMENT

We are committed to providing an exceptional educational experience for all, empowering our young people to become confident learners, confident communicators, and confident future citizens.

We are driven by ambition, aspiration, and excellence. We expect nothing but the best, from everyone, for everyone. We break down barriers, we tackle disadvantage, and we value and actively promote inclusion and celebrate diversity. We create an inclusive environment, in which everyone feels welcomed, supported and confident about being themselves whatever their characteristics or background. We know that education has the power to dramatically improve life chances and we take our commitment to our young people seriously. We take every measure to ensure our academy is a happy and safe place for young people to learn and grow.

Confident and empowered, our learners become happy, successful and independent young people. They are compassionate, respectful, resilient and responsible citizens, with positive personal strengths which guide their conduct. They are academically, socially, culturally and emotionally fulfilled and ready to become the leaders and change makers of tomorrow.

### OUR COMMITMENT TO OUR LEARNERS

Our academy is a positive and supportive environment where all learners thrive. We have high expectations, clear boundaries and consistent routines. We work as a team to develop confident learners, confident communicators, and confident future citizens. We are committed to providing an exceptional educational experience for every student.

COMMITMENT 1	COMMITMENT 2	COMMITMENT 3	COMMITMENT 4	COMMITMENT 5
<b>Securing Excellent Attendance</b>	<b>Creating a Safe, Calm, and Happy Environment</b>	<b>Delivering an Exceptional Quality of Education</b>	<b>Providing Enriching and Life-Changing Opportunities</b>	<b>Developing an Exceptional Staff Team</b>
Because every student is entitled to fully access the education, opportunities and experiences school provides. No student should miss out.	Because every student is entitled to learn in a school which is safe and happy, where all are valued and where difference and diversity is celebrated.	Because every student is entitled to a high-quality curriculum, consistently high-quality teaching and assessment, and feedback which supports progression.	Because every student is entitled to a high-quality personal development, enrichment and CEIAC programme which prepares them for a successful future.	Because every student is entitled to learn in school where all staff, regardless of role, are fully committed to our vision to provide an exceptional quality of education for all.
<b>Everyday Matters</b>	<b>Every Interaction Matters</b>	<b>Every Lesson Matters</b>	<b>Every Opportunity Matters</b>	<b>Everyone Matters</b>
We ensure all students and families understand that good attendance is essential for wellbeing and academic success. We apply the attendance strategy robustly and routinely and have positive and positive relationships with families.	We have high expectations of a, consistent routines, and positive relationships, creating a safe, happy and inclusive school environment where all can learn, achieve and be successful.	We have an ambitious curriculum, consistently high-quality teaching, and rigorous assessment, underpinned by positive relationships and consistent routines for learning every subject, every teacher, every student, every lesson.	We ensure all students access a high-quality age-appropriate personal development programme, a broad range of enrichment opportunities and personalised CEIAC guidance.	We ensure all staff are clear about how their role contributes to delivering on our commitment. Our positive staff culture is underpinned by great relationships, professional respect, and an appreciation that when we work as a team, we have the greatest impact. Staff wellbeing is central to our approach.

**Making the Biggest Difference: Breaking Barriers, Securing Success**

**bdat** Bradford Diocesan Academies Trust | **OFSTED** | **DE** | **MAKING MATTERS** | **EMC** | **WJEC** | **WJEC**



**Job Title: Pastoral Manager**

**Accountable to: Lead Pastoral Manager**

**Purpose:** To provide a truly exceptional educational experience for all, enabling each of our learners to become academically, socially, culturally and emotionally fulfilled young people, ready to take their place in the world.

**Duties and Responsibilities:**

- Support the vision and strategic direction of BVGA by providing outstanding pastoral care that reduces barriers to learning for all students
- Bring to the attention of others through Matrix meetings when comprehensive assessments of pupils may be required to determine those in need of particular help
- Establish productive working relationships with pupils, acting as a role model and maintain high standards of care and conduct, through direct and passive supervision of students.
- Be visible, approachable and easily accessible for all students during academy hours.
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
- Attend to pupils' personal needs and provide advice to assist in their social, health & hygiene development
- Support the effective transfer of pupils across phases/integration of those who have been absent
- Support the HOY in planning and administering year group specific tasks and activities
- Provide feedback to all stakeholders in relation to progress, achievement, behaviour, attendance etc.
- Induct new students and parents into the operational systems of the academy
- Ensure that day to day systems, process and communication are followed effectively
- Monitor, record and encourage attendance and punctuality via tutors, the Attendance Officer and the external attendance support
- Liaise with feeder academies, other internal teams and relevant external bodies to gather pupil information

- Support the aims of the academy's student voice and leadership programme, administering and supporting activities where appropriate
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to academy and community links, including regular telephone calls and conducting home visits where appropriate
- Provide a range of clerical/admin support e.g. dealing with correspondence, compilation/ analysis/reporting on attendance, accurate record keeping, exclusions etc., making phone calls etc.
- Establish constructive relationships and communicate with other agencies/professionals to support achievement, progress and wellbeing of learners.
- Implement planned supervision of pupils during and outside of academy hours
- Assist in providing First Aid to students and staff
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Any other duties specified by SLT

***This job description is not necessarily a comprehensive definition of the post.***

***It will be reviewed annually.***

PERSON SPECIFICATION

Category	Essential	Desirable
<b>Qualification and Experience</b>	<ul style="list-style-type: none"> <li>• Minimum of GCSE Grade C / 4 in Maths and English or equivalent.</li> <li>• Experience of successfully working with identified disaffected students</li> <li>• Relevant safeguarding training</li> <li>• Experience of working with young people with SEN or behavioural issues</li> </ul>	<ul style="list-style-type: none"> <li>• Educated to degree level or equivalent relevant and significant experience in a pastoral setting</li> <li>• Other relevant qualifications linked with pastoral role</li> <li>• Experience of forging community/parent links</li> <li>• First aid qualification</li> </ul>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• Understanding of students' welfare and pastoral needs</li> <li>• Innovative approaches to working with students, parents, the local community and multi-agency partners in relation to inclusion, behaviour and reward strategies</li> <li>• Understanding of Safeguarding and Child Protection issues.</li> <li>• Have good IT skills/be a confident user of computer technology</li> </ul>	<ul style="list-style-type: none"> <li>• Be confident in using CPOMS</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Seek support and advice when necessary, but be able to work autonomously day to day with limited supervision</li> <li>• Be able to solve complex problems and be able to prioritise own and others workload in a fast-paced environment</li> <li>• Ability to communicate effectively</li> <li>• Be able to produce reports</li> <li>• Work as an effective team member and apply given instructions</li> </ul>	

	<ul style="list-style-type: none"><li>• Be able to consistently prioritise and plan workload, balancing long and short term priorities</li><li>• Set high standards and provide a role model for students and staff</li><li>• Demonstrate initiative</li><li>• Identify and develop creative and imaginative solutions to solve problems</li><li>• Be able to deal with students' personal and other crises</li></ul>	
<b>Attitudes and Responsibilities</b>	<ul style="list-style-type: none"><li>• Conscientious and committed to high personal and professional standards.</li><li>• Skilled at building and forming productive working relationships.</li><li>• Enthusiastic about education and learning</li><li>• Self-critical and reflective, able to monitor and evaluate own performance and take action to improve and develop where necessary.</li><li>• Works well with colleagues and contributes effectively to the team.</li><li>• Abides by the academy's policies</li></ul>	



## **How to Apply**

**Our aim is to ensure that we recruit the right person for the job. We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, sex, marital status, or sexual orientation. The person specification sets out the criteria used to assess candidates through the selection process.**

We are committed to safeguarding our pupils and will assess the candidate's suitability for working with children as part of the selection process. We will check the accuracy of all information and investigate any perceived anomalies. We take up references prior to interview and use these to verify the information you have given us. Firm offers of employment are never made without satisfactory references. All potential employees are subject to an enhanced disclosure form the Disclosure and Barring Service.

### **Applications**

Please ensure that all parts of the application are completed. We do not accept CVs as part of the selection process. Please ensure that you demonstrate how your experience and skills make you suitable for the position. Applications can be submitted online via [www.mynewterm.com](http://www.mynewterm.com)

### **Shortlisting**

We assess all applications against the person specification criteria using the evidence you provide in your application. This is done by a panel of senior staff and governors. We carefully check all applications for anomalies.

Candidates who best meet the person specification will be invited to an interview. We will notify you by telephone with e-mail confirmation to follow. If you have not heard from us within 3 days of the shortlisting date, you have not been successful at this stage.

### **References**

We request references for all candidates who are invited to interview. Requests will be made at the same time that candidates are invited to interview. Your first referee should be your current or last employer.

### **Interview Process**

The interviews will be held at Belle Vue Girls' Academy. The interview will consist of several tasks and activities including a formal interview. These are designed to allow you to demonstrate your skills and abilities. You will be asked to bring proof of qualifications and identity on the first day.

### **Final Selection**

Following the tasks and formal interview, we will use the person specification as a guide to select the most suitable candidate for our school. We will then telephone each candidate to inform them of the outcome. We will give brief feedback during this telephone conversation.



## **Offer of Employment**

We will make a verbal offer of employment by telephone on the day of the interview, and this will be confirmed in writing. Any offer is made subject to:

- References satisfactory to us
- A satisfactory DBS check
- Provision of proof of identity and qualifications

## **Probationary Period**

First school term of employment with BDAT.

## **Timeline**

**Closing date:** 13 January 2025

**Interview date:** w/c 13 January 2025

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## **About BDAT**

### **General Information and Background**

Bradford Diocesan Academies Trust (BDAT) is a Bradford based Church of England Multi-Academy Trust. BDAT is a charity and company limited by guarantee, governed by a Board of Directors who are responsible for, and oversee the management of the company. BDAT was established in 2012 to sponsor academies in Bradford on behalf of the Diocese of Leeds. BDAT operates as an Exempt Charity and is governed by a Board of Trustees who are responsible for, and oversee, the management of the company.

### **The mission statement of BDAT**

*“The Trust’s mission is to provide an education of the highest quality within the context of Christian belief and practice.”* In practice as a Trust we seek to work with and alongside the schools in our Trust to provide a good quality of education to all children in our schools. We believe every child only gets one chance at education and they have a right to a good education.

### **Trust development and growth**

The MAT was established in 2012 to support both primary and secondary Church schools needing support within an academy model. As of September 2024, the BDAT family of schools consists of 20 schools: fifteen primaries and five secondaries. We only grow at a steady and sensible pace with schools that share our values.

**For more information on BDAT, visit [www.bdat-academies.org](http://www.bdat-academies.org) or visit [#wearebdat](https://twitter.com/wearebdat)**

### **Our Christian ethos**

BDAT is a proud 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 School, as well as those within the faith.



## Our mission, vision and values

### **BDAT's mission is:**

*"to provide high quality education within the context of Christian belief and practice so that every child can fulfil their academic potential and accomplish their individual goals".*

### **Our rationale or reason for doing this is:**

*"... because we believe that every child has only one chance at a good education".*

### **Our vision is:**

*"That every student in a BDAT academy gets a happy and high quality education enabling competence, confidence and character to thrive; and that our Academies become the schools of choice in Bradford."*

**The Trust, our family of schools and our pupils are driven by a set of shared values which guide how we operate, how we teach and how we support each other.**