# Job Advert

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| **Required:** | As soon as possible |
| **Salary:** | £31,022 - £35,412 pro rata (actual salary: £16,299 - £18,606) |
| **Hours:** | 22.5 hours per week, Term Time Only plus 1 week |
| **Contract Type:** | Permanent |
| **Location:** | All Saints Catholic Secondary School, Mill Mount, York, YO24 1BJ |

All Saints Catholic School are seeking to employ a confident, determined and caring person to provide a practical and strategic approach to support the pastoral development of young people. Working in this school as part of an established team, the Pastoral Manager will be working on a small group or 1:1 basis in KS5 supporting sixth form students with their learning and wellbeing needs. See job description for further details of the role together with person specification criteria.

Our school has an outstanding Ofsted rating and is dedicated to creating a unified and caring community of learners. A large Catholic Secondary school with an oversubscribed Sixth Form that welcomes a diverse range of students from a wide catchment, we are looking for a candidate that can work effectively with students from a variety of backgrounds with a broad range of educational and pastoral needs.

All Saints Catholic School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. We will require the successful applicant to undertake an ENHANCED criminal record check via the DBS.

All Saints Catholic Secondary School is part of the Nicholas Postgate Catholic Academy Trust, a family of 32 primary schools, and 6 secondary schools. With more than 12,300 pupils and 1,500 plus staff, the Trust is now one of the largest Catholic Multi Academy Trust in the UK.

Catholic schools are welcoming places to pupils and members of staff from all faiths and none. More than a quarter of a million pupils and almost half of teachers in Catholic schools are not of the Catholic Faith.

**The successful candidate will:**

- Enjoy working with young people and their families
- Have excellent interpersonal skills
- Have a positive and flexible approach
- Communicate effectively and maintain confidentiality
- Use their initiative and work independently, whilst also being a team player.
- Be tenacious and refuse to stop until the required outcome is achieved.

**We can offer:**

- A welcoming school with very friendly, support and enthusiastic staff
- Enthusiastic and happy children with very high standards of behaviour

- A Leadership Team with a strong vision and determination to ensure the school maintains 'outstanding' status
- A strong commitment to CPD
- Dedicated, supportive Governors, Parish and Parish community

For visits to the school or for further information please contact Mrs Sharon Bilton, Head of Sixth Form at recruitment@allsaintsyork.npcat.org.uk

## Closing date: Monday 9th November 2026 by 9am

## Interview: Week commencing 16th November 2026

# Job Description

The Trust is committed to safeguarding and promoting the welfare and safety of young people and expects all staff to share this commitment.

**Post title:** Sixth Form Pastoral Manager

**Grade:** H - I, SCP 17-24

**Responsible to:** Head of Sixth Form

## Main responsibilities

The postholder will:

- Work under the guidance of the Deputy Head, within an agreed system of supervision, to implement and deliver pastoral support programmes for pupils.
- Contribute to the oversight of and responsibility for the implementation of the Vision for All Saints.
- Assist the Assistant Head and the designated safeguarding lead in the support of multiple Year Groups, assisting in the early identification of young people most in need of social or emotional support with a specific focus on behaviour management and restorative practice.
- Play a key role in the safeguarding of students in KS5, working closely with the DSL and DDSL.
- Follow consultation with the DSL / DDSL to make appropriate referrals to external agencies / support systems in school as appropriate.
- Work closely with Social Care / Local authority for specific students.
- Liaise with parents and carers as appropriate.
- Intervene at an early stage, working closely with colleagues from the pastoral and subject teams to support students showing early signs of disengagement, absenteeism, underachievement and social exclusion.
- Lead on the organisation of whole school visits and including both pastoral, extra- curricular and academic. Examples may include, residential visits, rewards trips, charity events and exam timetable organisation as required.
- Act as a priority contact for students in need of support.
- Ensure that each pupil's experience of their time at All Saints RC School is both a positive and a happy one and each individual's potential is realised.
- Lead on the implementation and delivery of the Career Ready programme when relevant.

## Core Responsibilities, Tasks and Duties

- To play a full part in the life of the Catholic school community.
- To have respect for the individual and the central Catholic ethos of the school, including having the highest expectations of ourselves, our staff and our students.
- To contribute to and encourage a culture of openness, trust, honesty and service
- and in doing so, encouraging all staff and students to follow this example and actively promote school policies.
- Analyse referrals made through the BfL system, providing an immediate first line response to students whose behaviour is a significant cause for concern.
- Act as a first response to behavioural incidents working effectively with the other members of the Pastoral Team to ensure there is always capacity to respond quickly.
- To investigate thoroughly incidents that have occurred, to gather and collate evidence, to determine student involvement and culpability and report and address issues and apply sanctions as appropriate. To refer the most serious incidents to the head of Key Stage.
- To play a key role in the safeguarding of students in 6th Form, working closely with the DSL and DDSL. Following consultation with the DSL / DDSL to make appropriate referrals to external agencies / support systems in school as appropriate.
- Use your own initiative in delivering and implementing behaviour for learning strategies by application of specific skills, knowledge and experience with and of pupils under the guidance of the teacher.
- To plan and prepare own work with the guidance of the DHT and Head of Key Stage 5. May be required to adapt work/activities as directed by the LL.
- Works with other adults involved in the support of pupils under the guidance of the Head of KS5 and by application of specialist skills and knowledge.
- Attends and contributes to meetings with other staff, external professionals and parents regarding pupils.
- Contributes to the school improvement plan by taking responsibility for specific areas of work that are appropriate to their level of skills, knowledge and experience as identified by the Senior Leadership Team.
- Undertake morning, break and detention duties in accordance with the school duty rota.
- Provide responses to parental enquiries and ensure effective communication between parents, carers and staff (Lead of Key Stage/Tutor etc).
- Manage the coordination and organisation of identified year group activities such as consultation evenings, medicals, immunisations, school photographs, visits, charity events and extra curricular experiences.
- Lead the supervision of students on school visits and in other activities outside of the classroom.
- Follow all school policies and procedures, in particular: School's Health, Safety and Security Policy, Child Protection Policy, Behaviour Management Policy, Inclusion Policy, Equalities Policy and Data Protection Policy.

- Under the guidance of appropriate Assistant HTs, Head of Key Stage and
- *SENDCo,* contribute to MSP, EHCP and FEHA's to ensure packages of support are flexible and respond to students' developing needs.
- Attend Pastoral Team and Site Meetings in addition to other student focussed meetings as required.
- Participate as required in the school's performance appraisal and supervision systems and take part in appropriate training and development activities.
- Make appropriate use of ICT and adhere to policies relating to it, within their work in line with the school's systems of working.
- Contributes to the overall ethos, work and aims of the school.

## Creativity & Innovation

- Monitor and is responsive to pupil learning and behaviour at all times by making adjustments to supervised activities.
- Respond to challenging behaviour of students by using creativity and initiative to produce new solutions and procedures to improve the behaviour of students.
- Monitor and is responsive to pupils' personal needs and communication.
- Work within our BfL management guidelines, but suggest and contribute to the creation of new procedures for individuals as and when needed.
- On the basis of their knowledge and understanding of pupils, needs and responses to learning, contributes actively to the planning and review of individual behaviour plans by recommending changes in targets or provision to the teacher.
- Provide advisory support and contribute to the professional development of colleagues in relation to the management of pupil behaviour.
- Participate in the design of school displays.

## Contacts and Relationships

- Dealing with issues which may not be straightforward and may require diplomacy, compassion and tact to resolve – these will often be in difficult circumstances and may involve upset, angry or potentially aggressive students/parents.
- Work with all staff, students, parents, and governors
- Take part in departmental or whole school meetings as required. Contributes to the professional development of colleagues. Works in collaboration with other support staff
- Contact with outside agencies, educational psychologists, LA Officers, parents / carers.
- Work collaboratively with Pastoral Teams and with professionals from other agencies.
- Promote a multi-agency approach, exploring and accessing appropriate additional support available for students and their families from other agencies and providers.

- Ensure that all parties involved in a student under their supervision are kept informed of all relevant matters. This will include students subject to CAMHS (Child and Adolescent Mental Health Support) FEHA (Family Early Help Assessment) CIN (Child in Need Plan) or Child Protection Plans.
- Provide information about pupils' progress, strategies and issues eg therapists, nurses, specialist teachers and implements joint recommendations. Shares and discusses pupils' progress and needs and family needs with parents and recommends strategies/courses of action as required.

## Decisions - Discretion and Consequences

- Recognise when it is necessary to implement agreed de-escalation strategies to minimise risk of pupils' behaviour becoming disruptive or dangerous.
- Take action to meet pupils' needs as they arise to avoid undue physical or mental stress.
- Support LL to plan a programme of intervention which involves teachers and may involve outside agencies. Assists in implementing the programme, monitoring the progress of students, target and evaluating the effectiveness of the intervention. Effective intervention will improve the academic progress, behaviour and attendance of students and will also make best use of the skills of staff available to support underachieving students.
- Communicates information effectively to teachers, other professionals and parents whenever the need arises.
- Recognises when it is necessary to make adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress.
- Responds to on-the-spot incidents requiring immediate attention/decisions on/off school premises and/or without direct contact with a senior member of staff.
- The post-holder will be a significant point of contact for parents/carers whose children are experiencing difficulties. They will enhance the professional reputation of the school and have a positive impact on young people and their families.

## Safeguarding, Equality & Diversity and Health & Safety

- To safeguard and promote the welfare of  for whom you have responsibility or come into contact with, to include adhering to all specified procedures.
- To carry out your duties with full regard to the NPCAT's Equality Policy and objectives.
- To comply with Health and Safety policies, organisation statements and procedures, report any incidents/accidents/hazards and take a proactive approach to health and safety matters in order to protect both yourself and others.

*Employees are 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. Employees should be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.*

*The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. We will consider any reasonable adjustments under the terms of the Equality Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.*

*This Job Description may be altered to reflect or anticipate changes in the job which are commensurate with the salary and job title.*

*The job-holder will ensure that Trust policies are reflected in all aspect of his/her work, in particular those relating to:*

*(i) Equal Opportunities*
*(ii) Health and Safety*
*(iii) General Data Protection Regulations (2018)*
*(iv) Safeguarding*

# Person Specification

| Stage | Essential | | Desirable | |
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| **Qualifications** | E1 | Nationally recognised qualifications: minimum of 5 A* – C grades include English and Maths or relevant Level 3 (NVQ) qualification. | D1 | Experience of further relevant professional development. |
| **Experience** | E2<br><br>E3<br><br>E4 | Experience of working in secondary schools with students who are experiencing social, emotional and/ or behavioural problems.<br><br>Experience of working in multi-disciplinary teams<br><br>Experience of participating fully in planned intervention programmes for children with emotional and behavioural difficulties. | | |
| **Knowledge and Abilities** | E5<br><br>E6<br><br>E7<br><br>E8<br><br>E9<br><br>E10<br><br>E11<br><br>E12 | In depth knowledge, understanding and skills in relation to their specialist area<br><br>Knowledge of normal child development and children's personal development needs.<br><br>Knowledge of strategies which promote good behaviour and discipline<br><br>Knowledge of developmental progression in the emotional curriculum<br><br>The ability to work effectively and sensitively with a range of groups and individuals, whilst pursuing agreed aims.<br><br>An ability to communicate effectively with a wide range of people and groups.<br><br>Ability to set clearly-articulated goals to track progress of pupils and adapt strategies to achieve them.<br><br>Actively promote the vision and beliefs of the school. | | |

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| **Personal Qualities and Skills** | E13<br><br>E14<br><br>E15<br><br>E16<br><br>E17<br><br>E18<br><br>E19<br><br>E20<br><br>E21 | Demonstrate a belief in the role of the school in developing citizens for the future.<br><br>A strong belief in education which values and encourages learning for life.<br><br>Excellent communication skills with students, staff and parents.<br><br>Excellent interpersonal skills<br><br>Time management and organisational skills, able to prioritise and successfully manage competing demands.<br><br>Literacy and numeracy skills<br><br>Administrative skills: able to keep good written records; adopt good administrative practice; keep data and use management information.<br><br>ICT capability - to produce appropriate resources/documentation.<br><br>Be willing to work flexibly to meet the demands of the post. | | |
| **Professional Skills and Abilities** | E22<br><br>E23<br><br>E24<br><br>E25<br><br>E26<br><br>E27 | Professional appearance, conduct and attitude.<br><br>To be an exemplary leader in dealings with staff, parents, pupils and outside agencies.<br><br>A committed life-long learner, willing to undertake further training.<br><br>Empathy with young people.<br><br>Ability to command respect and deal with pupils authoritatively.<br><br>Ability to deal with pupils in a fair and consistent way. | | |
| **Strengthening the Community** | E28<br><br>E29<br><br>E30<br><br>E31 | Support and seek to develop the distinctive ethos of the school.<br><br>Collaborate and network with other schools.<br><br>Recognise and take account of the richness and diversity of the school's communities.<br><br>Build and maintain effective relationships with parents, carers, | | |

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| | | partners and the community that enhance the education of all pupils. | | |
| **Other Requirements** | E32<br><br>E33<br><br>E34<br><br>E35<br><br>E36 | Application forms should be completed in full.<br><br>Personal Statement should be clear and concise.<br><br>Personal Statement should address the criteria identified in the Person Specification.<br><br>Professional appearance and demeanour. Excellent role model.<br><br>Working outside of school hours will be required. | | |