



Pastoral & Family Support Worker Recruitment pack



‘Innovative Education - Transforming Lives’



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Exceed Learning Partnership

Mission Statement

At Exceed Learning Partnership, we are committed to improving the life chances of all children. Where we have the capacity to make a difference, we are morally bound to do so.

We believe every child deserves the best possible start in life - a world class education aimed at helping the children in Exceed Learning Partnership schools become successful learners, confident individuals and responsible citizens.

Our mission is to help every young person in our schools to expand their horizons, and build the confidence, talents, interests, skills and qualifications to succeed as they make their way towards a fulfilling and prosperous adulthood. Members of the Trust strive together for excellence in partnership, so that our children, staff and communities benefit from excellent teaching, learning, leadership and opportunities.

Motto: 'Every Child, Every Chance, Every Day!'

The child will always be at the centre, with personalised learning as our starting point, making the challenges of 'Helping children achieve more' a reality. Each child will be encouraged to develop a greater understanding of themselves as a learner, what their strengths are, how they can share these with others and their next steps in their continual learning journey. Pupils will be encouraged and inspired to believe in themselves, build dreams and aspirations and strive to achieve these.

Every child will be given the same opportunity to succeed, whatever his or her prior attainment. A key feature of the Exceed Learning Partnership will be a learning curriculum which builds the characteristics of Learning across all the schools within the trust. This will focus on our learning philosophy skills: Resilience, Motivation, Collaboration, Creativity, Investigation, Teamwork and Evaluation.

What are our Key Values for Learning?

Passion - Working in education, we have the ability to profoundly change children's lives; the stakes are incredibly high. Our aim should always be to provide for the pupils of our Academies what we would want for our own children.

Urgency - The amount of time children spend in education is finite. We have a responsibility to ensure every moment a child is in an Exceed Learning Partnership School, must be spent productively. Once wasted, it is gone forever and cannot be given back.

Positivity - Staff have a responsibility to be positive and supportive of each other. Negativity leads to low expectations and a culture where excuses are tolerated.

Aspiration - Embodied in the Trust motto, "**Every Child, Every Chance, Every Day**" all members of staff aim for excellence in their individual professional roles.

Commitment - Staff are prepared to go the extra mile to provide the best possible education for their pupils. The interests of children are always placed ahead of those of staff.



Principles Underlying our Academies

- All share a relentless drive to support every child to make better than good progress in their learning to reach their full potential - *Raising Standards*
- Have the highest expectations of all children and staff - *Raising Expectations*
- Ensure all children become highly motivated and can challenge themselves to meet high expectations and aspirations - *Raising Aspirations*.
- Help children develop high self-esteem-respecting and taking responsibility for themselves, others and the environment - *Raising Confidence*
- Recognise and reward success - *Rewarding Success*
- Deliver consistently high quality lessons which enable students to learn well - *Teaching and Learning*
- Develop independent learning, communication, literacy and numeracy skills across all subject areas - *Core Skills*
- Provide a creative and challenging curriculum which is personalized to meet the needs of all students - *Curriculum*
- Create a variety of opportunities to promote students' spiritual, moral, social and cultural development - *SMSC*
- Develop positive and secure 'Learning partnerships' between school, home and the community - *Community Cohesion*

Our Core Goals for our Academies

1. Our academies to excel in Statutory Test Outcomes for all their learners.
2. All academies enrolled within Exceed Learning Partnership to be capable of good or outstanding judgements from OFSTED when next inspected after two years of joining the Trust.
3. Our academies will develop innovative and transformational teachers who are constantly reflecting on the best ways to improve learning.
4. Our academies to be oversubscribed or on a significant upward admissions trend.
5. The academies to be working closely together within Exceed Learning Partnership, creating a sustainable model of high quality education for the pupils who attend them. This will be as a result of accessing high quality corporate services, sharing ideas that work, adoption of appropriate common policy and practice, co-development, support provision and utilising teachers, leaders and support staff for the benefit of all academies.
6. Exceed Learning Partnership to be self-sustaining and outward looking, using its capacity to support those who are underprivileged, in difficulty, or in any other way in need.
7. An inclusive culture to be the norm in each academy, with exclusions rare and every pupil leaving their academy with a plan for the next stage of their educational journey.
8. The Professional Development Programme to be producing high quality committed professionals and future leaders for ELP academies as well as schools beyond.
9. ELP academies to be recognised nationally as organisations of high quality, producing outstanding results within a culture of innovation and achievement.
10. All academies within ELP to continually develop their own unique characteristics and ethos re-enforcing their individual identities within their respective communities. In our academies, their unique distinctiveness will underpin how they grow, develop and enrich the experiences of all pupils across ELP.
11. Exceed Learning Partnership to constantly build upon the diversity of its academies in order to broaden the experience of its pupils and communities and challenge discrimination and prejudice in all its forms.

Exceed Learning Partnership believes that all pupils have the right to the very best education.



Letter from the Principal

Dear Applicant,

Thank you for your interest in the position of Pastoral Support Worker at Carr Lodge Academy.

Carr Lodge Academy is in its fifth year of operation. During this time, we have made great strides in building a highly effective team of staff who are committed to providing the very best education for the pupils within our care. This is a really exciting time for us as we are now part of Exceed Learning Partnership, a Doncaster-based, high-performing multi academy trust and we were recently judged to be good in all areas in our first Ofsted inspection in 2019.

At Carr Lodge Academy we look to appoint highly motivated people who can take the Academy forward and deliver our vision and ethos. We value every child's welfare and strive to give every child an opportunity to progress to their best ability, with the help of a dedicated team of staff, governors, parents and children.

This is an exciting opportunity for the successful applicant to use their skills and individuality. At Carr Lodge we have the very best facilities in order to deliver high quality teaching and learning. We foster a positive climate and strive for all staff to develop and pursue a successful career. In order to achieve this, we put the maximum amount of effort into creating the very best professional development opportunities. As part of Exceed, Carr Lodge is collaborating with outstanding schools and leaders, which is ensuring that we move forward in our own development.

I hope this will inspire you to apply for this unique opportunity and I look forward to receiving your application. Once again thank you for your interest in the position.

**Richard Tuddenham
Principal**



Curriculum Statement

Carr Lodge Academy provides our children with a high quality education by offering a broad and balanced curriculum with a focus on the core subjects.

The curriculum allows our children to spend time developing a thirst for knowledge, a love of learning and close friendships. As well as having high academic standards, our children have fun and enjoyment on their journey throughout the Academy.

In common with the other Exceed Academies, Carr Lodge Academy follows the new 2014 National Curriculum. We deliver traditional subjects in innovative ways, through a balanced curriculum full of variety and challenge. This provides continuity across all the Exceed Academies, offering access to a wider pool of resources and expertise. This enables us to secure the outstanding outcomes which we passionately hope to achieve for all our children.

Our children will be shown the importance of demanding the best of themselves:

'Every Child, Every Chance, Every Day!'

Carr Lodge Academy provides enhanced provision through:

- Wider curriculum opportunities in music, singing and drama
- Additional sports opportunities e.g. football, tag rugby, netball, rounders and athletics
- Extra-curricular clubs tailored to the interests of the pupils, such as gardening, cookery, ICT and art
- Ongoing partnership with the Yorkshire Wildlife Centre at Potteric Carr
- Residential and day visits to supplement planned topic work

Detailed information on the curriculum can be found on the Carr Lodge Academy website:

www.carrlodgeacademy.org





Job Description and Person Specification

Pastoral & Family Support Worker



Job Description

Exceed Learning Partnership – ELP is a multi-academy sponsor, specialising in the development of Innovative Education which sets high standards and gives pupils access to opportunities through excellent teaching and inspirational leadership. ELP academies are at the heart of their communities and community learning, and work with local authorities, employers and high performing educational institutions.

Job Title: Pastoral Support Worker

Grade/Salary: Grade 7, Scale point 12-20 37 hours per week – full time.

Start Date: 1st September 2020

Responsible to: Principal/Vice Principal/Class Teacher/SENco

Job Purpose: To promote a safeguarding and child protection culture across the academy, ensuring that the highest standards of keeping our pupils safe, happy and well, are maintained. To be responsible for ensuring that there are effective protocols and systems in place to ensure the safety and wellbeing of pupils. To develop partnerships with external agencies in order to remove barriers to learning, and promote the success and outcomes of all pupils. Also to engage pupils in the Academy and support them to overcome barriers to learning, thereby enabling them to achieve their full learning and social potential.

Safeguarding and Child Protection

- Act as the Designated Safeguarding Lead on all safeguarding matters.
- Provide professional leadership, ensuring that children are effectively safeguarded and protected.
- Promote a safeguarding and child protection culture of continuous improvement within the academy.
- Ensure that the academy is compliant with all the statutory requirements and receive appropriate advice and guidance relating to safeguarding practices.
- Ensure all Trust policies and procedures are current and are followed consistently within the Academy.
- Encourage the sharing of best practice so that best practice becomes consistent practice.
- Lead on the development of robust systems that enable the identification of key trends and risks around safeguarding.
- Make referrals to appropriate external agencies including Children's Services, Police, Early Help, CAMHS (Child and Adolescent Mental Health Services) and PAFSS (Parent and Family Support Service).
- Assist in ensuring that pupils who are victims of abuse or neglect are supported appropriately and sensitively and to ensure continuing support to those children on Child Protection Plans.
- Ensure referral and interventions are progressed in line with the academy's policies and procedures.
- Provide reports for the Local Governing Body on a termly basis.
- Ensure all staff have access to and attend appropriate safeguarding training and where appropriate deliver training to staff. Acting as a source of support and advice for staff on safeguarding issues.
- Develop effective communication systems to ensure the academy receives regular updates and information.
- Ensure that the academy understands the statutory requirements of safeguarding and is effectively prepared for any external audit/inspection.



- To maintain high quality records including chronologies in line with record keeping protocols. To use the academy system of CPOMS in order to compile accurate records and extend the information to the LA early help system.
- To complete all early intervention records and complete Early Help Assessments.
- To take and active lead part in reviews such as Child Protection, Child in Need and Team around the Family.

Accountability

- Be accountable to the Principal and Executive Principal for effective safeguarding and child protection in the academy.
- To be accountable to the Principal to ensure evaluation of effective provision both in the academy ad the work carried out by external agencies.
- Report on a regular basis and as required to the Principal, Executive Principal and Governing Body on safeguarding and child protection.
- To work closely with the Senior Leadership Team as part of a close Management Team, in planning objectives and reviewing progress when required.
- To present termly evaluation reports to the Senior Leaders & Governors which review the parenting provision and demonstrate the impact of this.

Other Responsibilities

- To support children with transition between academies.
- Work with the SENCO and/or external agencies to provide bespoke programmes of support for children in the academy to support their inclusion and wellbeing.
- Be responsible for parental partnership links and create project and events which will engage parents within the academy communities.
- Continuously develop own professional practice and keep up to date with all relevant policy developments.

Records Management

- To be conversant with the academy's policies and procedures on records management.

Thrive Programme

- To discuss referral with all relevant staff
- To work with the relevant staff member to draw up and implement an action plan for each child who needs particular support (except where the child is already subject to an individually-tailored plan, in which case. To contribute to reviews and work towards objectives of the plan).
- To develop a 1-1 supportive relationship with children needing particular support aimed at achieving the goals defined in the plan.
- To operate varying levels of intervention depending on the referral reasons.
- To offer mentoring support in small groups on specific issues.
- To use Thrive to develop specific programmes.
- To maintain regular contact with families/carers of children receiving support to encourage positive family involvement in the child's learning.

Parental Support Programmes

- To deliver Parenting Programmes in order to develop parenting skills which impact directly on pupil's social needs.



- To monitor, review and evaluate the impact of parental programmes in the academy.
- To work in partnership with families, ensuring professional boundaries are maintained.
- To identify and plan a range of parental support programmes targeting different groups within the community.

Safeguarding Procedures:

It is the responsibility all members of staff to follow the correct safeguarding procedures in the academy.

1. All staff have a duty to attend child protection training every three years
2. All staff have a duty to read and follow the safeguarding policies in the academy

All staff have a duty to report any concerns about a child or potential breach of safeguarding procedures by an adult to the designated person for Child Protection which is the Principal.

Health & Safety

1. Be trained in procedures for Health & Safety & First Aid
2. To administer First Aid as agreed in the procedures within the Policy

To Be trained in Procedures for Safeguarding & Child Protection and ensure that the procedures are applied in all aspects of the role.

Equal Opportunities

1. To ensure that all pupils are respected and treated equally at all times
2. Being aware of cultural differences between pupils, dealing with any incidents of racism or sexism in accordance with agreed procedures.

Performance Appraisal

1. To set key targets for development
2. To work towards achieving targets for development

Professional Learning

1. To carry out professional learning opportunities

Conditions of employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The post holder is required to support and encourage the academy's ethos and its objectives, policies and procedures as agreed by the Governing Body.

To uphold the academy's policy in respect of child protection matters.

S/he shall be subject to all relevant statutory and institutional requirements.

The post holder may be required to perform any other reasonable tasks after consultation.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post-holder.

All staff participate in the academy's performance appraisal scheme.

**Person Specification**

	Criteria	Essential or Desirable	App Form	Docs	Int
1. Education, Qualifications and Vocational Training	Level 3 Safeguarding (in date)	E	✓	✓	✓
	Degree-level qualifications or relevant experience in given area	E	✓	✓	✓
	Willingness to enhance qualifications and training for development in the post	E	✓	✓	✓
2. Knowledge and Experience	Be experienced in managing complex Child Protection cases and an ability to develop and maintain effective partnerships with both internal and external partners	E	✓	✓	✓
	Have an up to date current thinking around safeguarding and be equipped with the skills and knowledge to undertake the role	E	✓	✓	✓
	Understand the implications of serious case reviews for both the Trust and academy-level actions, policies, systems and processes	E	✓	✓	✓
	Detailed understanding of Early Help and intervention and have a working knowledge of how Local Authorities conduct Child Protection work	E	✓	✓	✓
	Identify opportunities to deliver improvement	E	✓	✓	✓
	Have a comprehensive understanding of the complexities of risk as it applies to safeguarding	E	✓	✓	✓
	Evidence of on-going professional development; attendance on courses, INSET, action research, personal study etc	D	✓	✓	✓
	Experience of working with parents/carers in an advisory and/or referrals capacity	D	✓	✓	✓
	Proven track record as a successful practitioner within a community setting	E	✓	✓	✓
	Ability to contribute to the work of other teams to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.	E	✓	✓	✓
	Report writing and presentation of information to a range of audiences; knowledge of IT systems	D	✓	✓	✓
	Knowledge of relevant legislation - in particular of the SEN Code of Practice, equal opportunities, safeguarding and disability discrimination legislation and	D	✓	✓	✓



	how these apply to pupils with Statements as well as those without				
	Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the academy's resources and the individual child	E	✓	✓	✓
	Experience of partnership and multi-agency working	E	✓	✓	✓
	Experience in working with EAL, SEN and more-able children	D	✓	✓	✓
	Ability to use data effectively in setting targets	D	✓	✓	✓
3. Personal Characteristics	Excellent written and oral communication skills	E	✓	✓	✓
	Excellent time and task management skills	E	✓	✓	✓
	Ability to work under pressure and to deadlines	E	✓	✓	✓
	Ability to relate well to children and adults	E	✓	✓	✓
	Ability to lead, motivate and influence others	E	✓	✓	✓
	To have a sense of humour	E	✓	✓	✓
	Confident and willing to challenge traditional assumptions	E	✓	✓	✓
	Energetic, enthusiastic and resilient, along with being action and solution-focused	E	✓	✓	✓
	A commitment to child-centred education	E	✓	✓	✓
4. Additional Factors	A satisfactory DBS Check	E	✓	✓	✓