

# Albany Academy

## PASTORAL OFFICER APPLICATION PACK

APRIL 2025

**ALBANY ACADEMY**  
**Pastoral Officer required ASAP**  
**Scale 5 (£27,711 to £30,060 pro rata) / 37 hours per week 195 days**

We are looking to recruit an enthusiastic and energetic Pastoral Officer to join our expanding outstanding Pastoral Team.

Albany Academy is a highly successful and popular 11-16 school situated in Chorley, Lancashire. With 726 pupils currently on roll, the school provides an excellent education within a nurturing and caring environment where every student is well known by every member of staff.

The governors are looking to appoint a dynamic, enthusiastic and inspirational person to work with the Pastoral team to ensure the support of all students, especially those who are at their most vulnerable during this phase of school.

The successful candidate will join the trust at an exciting time:

- We are a Living Wage Employer.
- The school is part of Albany Learning Trust, a tight knit academy trust and has links across the region with other schools, trusts and education organisations.
- Our trust has been shortlisted for staff development national excellence award.
- Behaviour of students in our schools is excellent.

The successful candidate will:

- Share our belief that all children can become high performers.
- Have a strong commitment to helping students succeed.
- Be positive and a role model to students and colleagues.
- Share our commitment to personal professional development.
- Work well with all colleagues.
- Be able to maintain a high standard of work.

Application documents are available to download in the vacancies section of the school website [www.albanyacademy.co.uk/vacancies](http://www.albanyacademy.co.uk/vacancies)

**Apply online by the closing date of 9am on Tuesday 22<sup>nd</sup> April 2025, to:**  
[\*\*vacancies@albanyacademy.co.uk\*\*](mailto:vacancies@albanyacademy.co.uk)

Interviews will take place week commencing 28<sup>th</sup> April 2025.



March 2025

Dear Applicant

Thank you for your interest in the post of Pastoral Officer.

Albany Academy is a highly regarded small school located in the south of Chorley, an area that boasts excellent schools and colleges in all phases. The academy is a high performing school, which has an excellent reputation in the local area and is heavily oversubscribed. It is consistently in the top 10 schools in Lancashire for pupil progress and in 2022 received the prestigious World Class School Award, from High Performance Learning. We are highly ambitious for our students, our staff and the wider educational community and we provide support for other schools, work closely with other providers and are proud to be a member of Albany Learning Trust, the first school trust of its type in Lancashire. Further details about our trust and our values which we want every member of staff to share can be found on the trust website. We believe that all students are capable of high performance.

We have strong links with local teaching schools and local primary schools, and we are part of the SSAT Leading Edge network and High Performance Learning, a world-wide network of schools. Several of our staff provide support to other schools.

Behaviour of students is rated as good by Ofsted and students are well prepared for the next steps in their lives. Students receive support in developing positive behaviour, their aspirations, resilience and leadership within lessons and beyond. Much of this work is spearheaded by our specialist team of pastoral officers who are line managed by experienced Key Stage Managers and the whole team is lead by an experienced and exceptional Deputy Headteacher.

The ideal candidate would be open to new ideas, collaboration and would enthuse and motivate both students and staff, immersing themselves in the Albany community.

Our school website provides a great deal of further information which you may find useful as part of the application process. Our recruitment procedure includes stringent safeguarding checks, which begin prior to interview. We may use internet searches using information held in the public domain to perform due diligence on candidates in the course of recruitment, in terms of suitability for the post applied for. Where we do this, we will act in accordance with our data protection and equal opportunities obligations.

As an employer Albany Learning Trust offers the following benefits:

**Pension:** Access to either the teacher pension scheme or local government pension schemes. These offer defined pension benefits, including generous death in service contribution.

**Salary:** We are proud to be a living wage employer. We offer competitive rates for all roles.

**Travel:** Membership of cycle to work scheme, which offers up to 40% off the price of a bicycle, including e-bikes.

**Support:** Our Employee Assistance Programme (EAP) provides confidential support for staff and their families for both personal and work-related matters.

- We train staff in [Chimp Management](#), which helps with people to manage their mind more effectively, with an approach grounded in neuroscience.

- We have free access to Headspace app, which offers meditation and mindfulness for any mind, any mood and any goal.
- We offer membership of the tech scheme, which offers up to 40% off the cost of personal IT equipment and white goods.

**Priority:** Children of staff have priority admissions to their school.

**Development:** Our high-quality training ensures personal, professional development and allows staff to become expert in their role. A clear progression route within the Trust also provides opportunities to prepare staff for their next career step. Partnerships with the top professional bodies and training providers ensures high quality, evidence-based training is always available to all staff. All our classroom staff receive training in [High Performance Learning](#) teaching and have access to HPL training pathways. Our leaders are trained by [Leadership Matters](#) and have access to professional leadership qualifications including NPQs.

Please return completed application forms, along with a supporting letter of no more than two sides of A4, before the closing date of 9am on Tuesday 22nd April 2025. Applications should be submitted electronically to [vacancies@albanyacademy.co.uk](mailto:vacancies@albanyacademy.co.uk). I look forward to receiving your application.

If you are successful as a candidate for this post you will be a welcome new addition to our staff. Albany Academy is a small friendly school with a strong sense of identity that engenders real loyalty amongst all who are associated with it.

Yours faithfully

P Mayland  
**Headteacher**

# JOB DESCRIPTION

Albany Academy

**Job Title** PASTORAL OFFICER

**Primary Purpose of the Job** To provide support and guidance to students (and staff working with them) by removing the barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential.

**Responsible to** KEY STAGE PASTORAL MANAGER/KEY STAGE MANAGER

**Principal Responsibilities** To promote, develop and maintain effective and supportive mentoring relationships with pupils in support of other school teaching and learning professionals and external agencies. The aim being to promote positive activities in the school and community setting and support learning, participation and social inclusion of all students in the Academy setting, with specific reference to an attached year group / groups.

| MAIN DUTIES |  |
|-------------|--|
| 1           | <p><b>To develop a sound understanding of the school curriculum and pastoral care provision.</b><br/>A nominated PO will provide support for the pastoral system including knowledge of the curriculum, monitoring attendance, monitoring pupil progress and liaising with parents and carers at formal events and on a one to one basis.</p>  |
| 2           | <p><b>To develop a clear understanding of the importance of safeguarding every student.</b><br/>Every PO will be trained to follow safeguarding procedures and undertake an important safeguarding role for a year group which could include being first point of contact for vulnerable students.<br/>Liaising with the safeguarding officer and providing support for students.</p>  |
| 3           | <p><b>To assist in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement with the curriculum and school life. To monitor/identify:</b></p> <ul style="list-style-type: none"> <li>• attendance and tackle low attendance, internal/external truancy</li> <li>• pupils at risk of exclusion</li> <li>• pupils with low self esteem, motivation</li> <li>• pupils with family and school issues impacting on school life</li> <li>• pupils educationally underachieving</li> </ul> <p>To liaise with the Key Stage Manager, Key Stage Pastoral Manager and other pastoral staff to identify an agreed caseload of pupils to work with. Re-integration plans over an agreed period of time. To respond to unplanned classroom incidents which require pastoral intervention.</p> |
| 4           | <p><b>To establish and develop effective 1:1 mentoring and other supportive relationships with children and young people.</b><br/>Each PO will be linked to a specific Key Stage / Year Group to facilitate the development of relationships and for continuity of support. This will include the withdrawal and re-integration of students and encouragement to engage in out of hours school learning and development opportunities.<br/>This may involve being the first contact in relation to reported child protection issues e.g. parental complaints, bullying, students becoming homeless and providing an appropriate first response where safeguarding and senior staff are not immediately available.</p>  |
| 5           | <p><b>To develop, agree and implement personalised action plans for groups and individual pupils based on a comprehensive assessment of their strengths and needs and strategies for overcoming barriers to learning i.e. behaviour, motivation, aspirations and academic achievement.</b><br/>This will include the development of 1:1 mentoring material for personal and shared use.</p>  |

| <b>MAIN DUTIES</b> |   |
|--------------------|---|
|                    | This may include referral to other support staff and agencies.  |
| 6                  | <b>To monitor the progress of individuals at regular intervals and set new targets when appropriate.</b><br>To formulate and regularly review agreed plans for students with challenging behaviour.<br>To maintain orderly student files, both electronic and hard copies.  |
| 7                  | <b>To identify appropriate support services within and outside the school and negotiate their possible role with the pupil and their parent/carer.</b>  |
| 8                  | <b>To facilitate access to specialist support services for pupils with barriers to learning. To monitor the effectiveness of that referral.</b><br>To make recommendations as to the appropriateness of relevant agencies.  |
| 9                  | <b>To assist pupils in making the transition between KS2/3 and KS3/4.</b><br>This may include primary school liaison, selection of KS4 option subjects and post 16 choices.   |
| 10                 | <b>To contribute to the development of group and individual programmes of support for pupils.</b><br>Liaison with the curriculum, pastoral and safeguarding teams. This will also include liaison with SENDCO and the SEND team, including assisting in the creation, monitoring and review of pupil reports and PSPs where required. This will also include administration of one-off group programmes of support and also the delivery of group programmes of work. |
| 11                 | <b>To develop liaison and communication with parents and carers.</b>  |
| 12                 | <b>To operate within agreed legal, ethical and professional boundaries when working with young people. This includes confidentiality policies.</b>  |
| 13                 | <b>To collect information, contribute to the assessment/evaluation and share the findings with relevant other professionals.</b><br>Whole school data analysis is required to identify areas of concern.  |
| 14                 | <b>To contribute to the sharing of good practice between individuals, local networks and partner agencies to enhance Pastoral Care provision.</b><br>This will include multi agency referrals e.g. CAF, CIN, Early Intervention Team.   |
| 15                 | <b>To contribute to the development of Pastoral policies and practices and promote monitor and evaluate provision within the school including benchmarking.</b><br>This will include supporting the KSM in organisation of Parents Evening and other specific year group events.  |
| 16                 | <b>To support the training and coaching of staff in working with challenging students and appropriate approaches and interventions.</b><br>This will involve the development of topic mentoring material for personal and team use.   |
| 17                 | <b>To support the school behaviour policy</b><br>POs will manage and administer Internal Exclusions and/or the on call system including supporting teachers by the removal of disruptive pupils and supervising the PIU. This will be in conjunction with SLT, KSMs and Faculty leads.  |
| 18                 | <b>To develop the Community liaison relationships</b><br>This will include first response to local resident complaints regarding pupils including fact finding and recommended resolution.  |
| 19                 | <b>To promote the work of the library and various clubs including the Homework club</b><br>This will include signposting students to places of curriculum support.  |
| 20                 | <b>To lead selected extra-curricular activities</b><br>This includes charity events and the organisation and supervision of education visits and out-of-school activities.  |

| <b>SPECIFIC DUTIES</b> |  |
|------------------------|--|
|------------------------|--|

|   |   |
|---|---|
| 1 | <b>To work closely with a Key Stage Manager and Key Stage Pastoral Manager to ensure that the day to day management of a year group in terms of attendance, behaviour and academic progress is monitored and maintained at an outstanding level</b>   |
| 2 | <b>To work with a Key Stage Manager and Key Stage Pastoral Manager to ensure specific year group pastoral responsibilities are carried out to an outstanding level.</b><br>Depending on the year group these may include helping to facilitate year 6/7 transition, helping to co-ordinate the options process in Y9, helping to co-ordinate post-16 transition and liaising with Post 16 providers.. |

# PERSON SPECIFICATION

Job Title

PASTORAL OFFICER

| MINIMUM ESSENTIAL REQUIREMENTS  | Essential (E) / Desirable (D) | METHOD OF ASSESSMENT       |
|---|-------------------------------|----------------------------|
| <b>Skills and Competency</b>  |                               |                            |
| 1. Ability to work effectively within a team environment.   | E                             | Application Form/Interview |
| 2. Ability to build effective working relationship with all students and colleagues.  | E                             | Application Form/Interview |
| 3. Knowledge and proven skills in managing challenging behaviour across the Secondary age range.  | D                             | Application Form/Interview |
| 4. Ability to contribute to the writing of Pastoral Support Programmes  | D                             | Application Form/Interview |
| 5. Ability to deliver group work programmes and formal presentations.   | E                             | Application Form/Interview |
| 6. Ability to work with students at all levels regardless of specific individual need. A willingness to develop a range of approaches to assist in engaging with young people and encourage them to engage with the learning process. | E                             | Application Form/Interview |
| 7. Ability to adapt own approach in accordance with student needs.  | E                             | Application Form/Interview |
| 8. Ability to promote a positive ethos and role model positive attributes.  | E                             | Application Form/Interview |
| 9. Ability to identify potential barriers to learning   | E                             | Application Form/Interview |
| 10 Ability to work jointly with students to devise Action Plans with clear goal setting and strategies to overcome barriers to learning.  | E                             | Application Form/Interview |
| 11 Planning skills to manage allocated caseload and administration time with the flexibility to deal with priority unplanned issues.  | E                             | Application Form/Interview |
| 12 Excellent numeracy and literacy skills.  | E                             | Application Form/Interview |

|   |   |   |                                 |
|---|---|---|---------------------------------|
| 13  | Excellent communication skills - both written and verbal. Often dealing with sensitive information in a range of one to one and meeting settings.   | E | Application Form/Interview      |
| 14  | Highly developed interpersonal skills to form constructive relationships with disaffected pupils and their parents/carers in a potential conflict and challenging situation.  | E | Application Form/Interview      |
| 15  | ICT skills to at least intermediate level - effective use of ICT to support learning, to interrogate data e.g. the use and design of reports, spreadsheets and curriculum and professional research.  | E | Application Form/Interview      |
| 16  | Record keeping skills and the ability to create, develop and evaluate compliant systems   | E | Application Form/Interview      |
| 17  | Research skills e.g. new initiatives and activities relevant to intervention mentoring, maintaining professional knowledge and expertise.   | E | Application Form/Interview      |
| 18  | Ability to work under own initiative and independence in a positive and solution-focused manner without constant referral back.   | E | Application Form/Interview      |
| <b>Knowledge/Experience/Qualifications/Training etc</b> |   |   |                                 |
| 20  | NVQ Level 2/3 or equivalent qualification in a related field  | D | Application Form/Qualifications |
| 21  | English and mathematics GCSE A* - C or equivalent   | E | Application Form/Qualifications |
| 22  | Experience of working with children/young people (and their families) demonstrating high quality effective support to children with BESD.<br>2-3 years experience of working with young adults or a related degree and 1 year directly relevant experience. | D | Application Form/Interview      |
| 23  | A comprehensive knowledge and experience of delivering a range of intervention techniques.  | D | Application Form/Interview      |
| 24  | Knowledge and ability to work effectively with a wide range of supporting services in both statutory and voluntary sectors.   | E | Application Form/Interview      |
| 25  | Understanding of inclusion within a school setting  | E | Application Form/Interview      |
| 26  | Working knowledge of relevant policies/codes of practice/legislation  | E | Application Form/Interview      |



|                                   |   |   |                            |
|-----------------------------------|---|---|----------------------------|
| 2<br>7                            | Understanding and working knowledge of the national curriculum and other learning programmes  | D | Application Form/Interview |
| 2<br>8                            | Working knowledge and understanding of principles of learning styles and independent learning   | D | Application Form/Interview |
| 2<br>9                            | Experience of resources preparation to support learning programmes  | D | Application Form/Interview |
| 3<br>0                            | Experience of delivering group programmes and making formal presentations.  | D | Application Form/Interview |
| 3<br>1                            | Learning Mentor Training or willingness to undergo similar such training e.g. CWDC, CPD training related to strategies for dealing with challenging students. | E | Application Form/Interview |
| <b>Work Related Circumstances</b> |   |   |                            |
| 3<br>2                            | To attend staff training days, twilight training sessions and relevant out of hours training and events.  | E | Interview                  |



**ALBANY ACADEMY PPD FRAMEWORK - SUPPORT STAFF**

| <b>Role</b>   | <b>What can I do?</b>  | <b>How might school support me?</b>   | <b>CPD opportunities through Links</b>  | <b>Opportunities through the local authority</b>  | <b>CPD opportunities through National links</b>  |
|---|--|---|---|---|--|
| <b>Newly appointed support staff</b>                                  | <p>Consider joining a Professional Association or Union</p> <p>Start a continuing professional development (CPD) file</p> <p>Consider your career goals</p> <p>Become familiar with the National Occupational Standards relevant to your role</p> <p>Explore the school and local authority websites</p> <p>Visit the Training and development Agency (TDA) website for the support staff career development framework</p> <p>Become familiar with the Albany Way and read about the policies relevant to your role</p> <p>Find out about the 5 Every Child Matters (ECM) Outcomes for all children and young people</p>                           | <p>Induction to school in order to:</p> <p>Understand roles and responsibility within the school</p> <p>Understand about school policies and procedures (for example, Safeguarding policies and protocols and the named Child Protection person) Your role, your Job Description and the relevant National Standards</p> <p>Ensure that you understand the probationary period and the mechanisms for performance review</p>  | <p>Visit other establishments</p>   | <p>Attend local authority development and training courses</p>  | <p>Skills for Life – National Literacy/Numeracy Level 2</p> <p>Adult Education</p> <p>Move On/Learn Direct</p> <p>ECDL/ITQ</p> <p>National Vocational Qualifications</p>   |
| <b>Administration and finance</b>                                     | <p>Understand the school improvement plan and the part you can play</p> <p>Maintain a CPD file</p> <p>Reflect upon the National Occupational Standards relevant to your role</p> <p>Consider career goals and discuss with line manager</p> <p>Prepare for and undertake professional development reviews as part of the schools Performance Management arrangements</p> <p>Indicate training needs through professional review</p> <p>Undertake development opportunities</p> <p>Enrol for Basic Skills/L2 Literacy/Numeracy if not already held</p> <p>Participate in mentoring new colleagues Maintain a Professional Development Portfolio</p> | <p>In addition to Induction (above):</p> <p>A clear and up to date Job Description which is discussed during review meetings</p> <p>Participate in Peer Coaching or mentoring</p> <p>Observation and feedback (as part of the performance management process)</p> <p>Peer observation (of and by peers)</p> <p>The school may provide a mentor to support you undertaking work based qualifications</p> <p>Performance management 1:1 meetings to reflect upon performance, to discuss and agree professional priorities that link with school priorities, national occupational standards and career aspirations</p> <p>Guidance regarding how to keep a CPD file and how it should be used to demonstrate evidence for the National Occupation Standards</p> <p>Opportunities to review school policies and protocols relevant to your role</p> <p>Job Shadowing</p> <p>Participation in staff meetings</p> <p>Opportunities to mentor less experienced colleagues</p> <p>Support to attend training and development identified during performance management</p> | <p>Local support staff networks</p> <p>Training opportunities through local networks</p> <p>Sharing good practice through local networks</p> <p>Best practice visits to other schools</p> | <p>SIMS training and support</p> <p>Courses available through the Local Authority PPD programme</p> <p>Speak to your school PPD Leader</p>                | <p>As above plus ...</p> <p>NVQ in Team Leading</p> <p>Certificate in Business Administration</p> <p>Certificate / Diploma in School IOSH Managing Safety Qualification</p> <p>ILM Diploma in Business Management</p>  |
| <p><b>Caretakers and site managers</b></p> <p><b>Team leaders</b></p> | <p>As above</p> <p>Mentor and coach new colleagues</p> <p>Undertake development opportunities</p> <p>Consider career goals and discuss with line manager</p> <p>Train as a Reviewer to take a role in Performance Management</p> <p>Seek leadership and management qualification</p>   | <p>As Above plus;</p> <p>Provision of information through HSE information</p>   | <p>Local support staff networks</p> <p>Training opportunities through local networks</p> <p>Sharing good practice through local networks</p> <p>Best practice visits to other schools</p> | <p>Courses available through the Local Authority CPD programme</p> <p>Speak to your school PPD Leader</p> <p>First Aid at Work</p> <p>Manual Handling</p> | <p>As above (top line) plus ...</p> <p>Certificate in Support Work in Schools</p> <p>Award in health and safety in the workplace</p> <p>Certificate in basic first aid</p> <p>NVQ in property and caretaking supervision</p> <p>Foundation Degree (eg in facilities management)</p> <p><a href="http://www.creativeeducation.co.uk">www.creativeeducation.co.uk</a> PPD specific to support staff; Technicians, Health and Safety officers</p> <p><a href="http://www.britsafe.org">www.britsafe.org</a> Managing Safety qualification</p> |

|  |  |                       |   |   |  |
|--|--|-----------------------|---|---|--|
| <p><b>Cleaning and site support</b></p> <p><b>Team leaders</b></p> | <p>As above</p> <p>Mentor and coach new colleagues<br/>Undertake development opportunities<br/>Consider career goals and discuss with line manager<br/>Train as a Reviewer to take a role in Performance Management<br/>Seek leadership and management qualification</p> | <p>As above</p>       | <p>Local support staff networks<br/>Training opportunities through local networks<br/>Sharing good practice through local networks<br/>Best practice visits to other schools</p>  | <p>Courses available through the Local Authority CPD programme<br/>Speak to your school PPD Leader<br/>First Aid at Work<br/>Manual Handling</p>  | <p>As above (top line) plus ...<br/>Certificate in Support Work in Schools<br/>NVQ in Cleaning and Support Services Award in health and safety in the workplace<br/>Certificate in basic first aid<br/><a href="http://www.creativeeducation.co.uk">www.creativeeducation.co.uk</a> PPD specific to support staff; Technicians, Health and Safety officers</p> |
| <p><b>Kitchen staff</b></p> <p><b>Team leaders</b></p>             | <p>As above</p> <p>Mentor and coach new colleagues<br/>Undertake development opportunities<br/>Consider career goals and discuss with line manager<br/>Train as a Reviewer to take a role in Performance Management<br/>Seek leadership and management qualification</p> | <p>As above</p>       | <p>As above</p>   | <p>Courses available through the Local Authority CPD programme<br/>Speak to your school PPD Leader<br/>First Aid at Work<br/>Manual Handling</p>  | <p>As above (top line) plus ...<br/>Certificate in Support Work in Schools Award in health and safety in the workplace<br/>Certificate in basic first aid<br/>Certificate in basic and intermediate Food Hygiene Award in food safety in catering<br/>NVQ in professional cookery</p>  |
| <p><b>Pastoral staff and Teaching Assistants</b></p>               | <p>As above plus;<br/>Information available in LPDS publications for example, health and well-being, ethnic minority achievement.<br/>Become familiar with the Teaching Assistant standards.<br/>Oversee a Learning and Teaching project.</p>                            | <p>As above plus;</p> | <p>Join networks such as Chorley and South Ribble; Attendance, Equalities, Health.<br/>L2/L3 counselling and introduction to counselling qualification.</p> <p>Runshaw College - NCFE CACHE in supporting teaching and learning L2/L3</p> | <p>LPDS courses, behavior and attendance, well-being, educational visits, first aid, governor training, safeguarding, school support staff, ethnic minority achievement.<br/>Moving and Handling training</p> | <p>Best Practice Network.<br/>Support staff courses<br/>HLTA National qualifications<br/>National Leadership courses<br/><a href="http://www.creativeeducation.co.uk">www.creativeeducation.co.uk</a> CPD specific to pastoral staff;<br/>safeguarding officers<br/>cover supervisors<br/>Teaching Assistants<br/>Librarians</p>                               |

Albany Academy  
Bolton Road  
Chorley  
PR7 2AY

01257 244020  
[info@albanyacademy.co.uk](mailto:info@albanyacademy.co.uk)  
[www.albanyacademy.co.uk](http://www.albanyacademy.co.uk)

