

Albany Academy

PASTORAL MANAGER APPLICATION PACK

AUGUST 2025

ALBANY ACADEMY
Pastoral Manager
Salary: Grade 7 SCP 23-25 (£ 34,434 – £36,363 Pro Rata)
Hours: 37 hours a week – Term time (195 days)

We are looking to recruit an enthusiastic and energetic Pastoral Manager.

Albany Academy is a highly successful and popular 11-16 school situated in Chorley, Lancashire. With 726 students currently on roll, the school provides an outstanding 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 Pastoral Manager 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. In particular the pastoral manager will work within a team of pastoral officers and help coordinate their work and oversee mid-year admissions to the 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.
- 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

Apply online by the closing date of midday, on Tuesday 26th August 2025
vacancies@albanyacademy.co.uk



July 2025

Dear Applicant

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

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.

The successful candidate will work with an experienced and highly successful Pastoral team. Behaviour of children is rated as outstanding by Ofsted, attendance is above national averages and students are well prepared for the next steps in their lives. Children 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 should be open to new ideas and would enthuse and motivate both students and staff, immersing themselves in the Albany community. We are determined that the faculty and school will become world class and we require a colleague who can help continue our inclusion of [High Performance Learning](#) and increasing challenge in our curriculum and 'teach to the top'. The ideal candidate will understand that all children are capable of high performance; they will be collaborative with colleagues and respond positively to feedback and the need to continually improve. Albany Academy is an excellent school in which to teach, and the post would be suitable for ECTs as well as experienced teachers. We are part of the Embrace Teaching Hub and have strong links through our trust with other Hubs and organisations.

We take the development of our staff very seriously and we have strong professional development across our trust, which has been recognised this year by the [MAT excellence awards](#). This pack contains a job description, our Professional Development framework for teachers and a copy of the Albany Way. Our [Teacher Training Map](#) also gives a summary and examples of how we train and develop teachers. We are part of the Embrace Teaching Hub and have strong links through our trust with other Hubs and organisations.

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.

Our school and trust websites provide a great deal more information about the school which you may find useful as part of the application process. Prospective candidates are always welcome to visit the school and visits can be arranged by contacting Mrs Shaw on 01257 244020.

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.

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.

Please return completed application forms, along with a supporting letter of no more than two sides of A4, before the closing date of mid-day on Tuesday 26th August 2025.

In your letter please include:

- 1. how you meet the person specification**
- 2. why you want to work in this role**
- 3. why you want to work at Albany Academy.**

Applications should be submitted electronically to 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

ALBANY ACADEMY

JOB DESCRIPTION

Job title:	Pastoral Manager
Responsible to:	Key Stage Manager / Deputy Headteacher
Responsible for:	Pastoral Officers in Key Stage, Parenting and student groups.
Location:	Albany Academy
Grade:	Grade 7
Hours	37 hours per week / 195 days per year (Term Time plus 1 week)
JOB PURPOSE: The main objectives to be achieved by the post holder	
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. To work with a team of pastoral officers and help coordinate their work.	
MAIN DUTIES	
<ul style="list-style-type: none"> • To support the school behaviour policy • To oversee and manage in-year admissions • To manage and develop the internal inclusion unit (PIU) • Including staffing arrangements, provision of work and remedial interventions to prevent re-occurrence • To develop a sound understanding of the school curriculum and pastoral care provision. • Providing 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. • 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: <ul style="list-style-type: none"> ○ attendance and tackle low attendance, internal/external truancy ○ pupils at risk of exclusion ○ pupils with low self-esteem, motivation ○ pupils with family and school issues impacting on school life ○ pupils educationally underachieving • To liaise with the Key Stage Manager, pastoral staff and other support staff to identify an agreed caseload of students to work with. Re-integration plans over an agreed period of time. To respond to unplanned classroom incidents which require pastoral intervention. • To establish and develop effective 1:1 mentoring and other supportive relationships with children and young people. • To develop, agree and implement personalised action plans for groups and individual students 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. This will include the development of 1:1 Mentoring material for personal and shared use. • To formulate and regularly review agreed plans for students with challenging behaviour. • To identify appropriate support services within and outside the school and negotiate their possible role with the student and their parent/carers. • To facilitate access to specialist support services for students with barriers to learning. To monitor the effectiveness of that referral. • To make recommendations as to the appropriateness of relevant agencies. • To assist pupils in making the transition between KS2/3, KS3/4 and KS4 post school choices. • Organisation and management of school immunisation programmes. • Co-ordinate consent process for key stage vaccination programmes. • To contribute to the development of group and individual programmes of support for students. 	

- Liaison with the curriculum, pastoral and faculty teams. This will also include liaison with SENDCO and SEND teams, including assisting in the creation, monitoring and review of student reports and PSPs where necessary.
- To lead year group briefings in the absence of the Key Stage Manager.
- To operate within agreed legal, ethical and professional boundaries when working with young people. This includes confidentiality and safeguarding policies.
- To collect information, contribute to the assessment/ evaluation and share the findings with relevant other professionals.
- To contribute to the sharing of good practice between individuals, local networks and partner agencies to enhance pastoral care provision.
This will include multi agency referrals e.g. Early Help
- To contribute to the development of pastoral policies and practices and promote, monitor and evaluate provision within the school.
- To support the training and coaching of Pastoral Officers in working with challenging students and appropriate approaches and interventions.
This will involve the development of topic mentoring material for personal and team use.
- To develop the community liaison relationships

NOTE:	In addition, other duties at no higher a responsibility level may be interchanged with/added to this list at any time.
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Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and Safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding Commitment

This school is committed to safeguarding and protecting the welfare of children and young people expects all staff and volunteers to share this commitment.

MINIMUM ESSENTIAL REQUIREMENTS	Essential (E) / Desirable (D)	METHOD OF ASSESSMENT
Skills and Competency		
1. Ability to effectively lead and develop a team	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	E	Application Form / Interview
5. 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
6. Ability to promote a positive ethos and role model positive attributes	E	Application Form / Interview
7. Ability to identify potential barriers to learning	E	Application Form / Interview
8. 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
9. Planning skills to manage allocated caseload and administration time with the flexibility to deal with priority unplanned issues.	E	Application Form / Interview
10. Excellent numeracy and literacy skills.	E	Application Form / Interview
11. 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
12. Highly developed interpersonal skills to form constructive relationships with disaffected students and their parents/carers in a potential conflict and challenging situation.	E	Application Form / Interview

13. 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
14. Record keeping skills and the ability to create, develop and evaluate compliant systems	E	Application Form/Interview
15. Research skills e.g. new initiatives and activities relevant to intervention mentoring, maintaining professional knowledge and expertise.	E	Application Form/Interview
16. Ability to work under own initiative and independence in a positive and solution-focused manner without constant referral back.	E	Application Form/Interview
Knowledge/Experience/Qualifications/Training		
NVQ Level 2/3 or equivalent qualification in a related	D	Application Form/Qualifications
English and mathematics GCSE A*- C or equivalent	E	Application Form/qualifications
Experience of working with children/young people (and their families) demonstrating high quality effective support to children with behaviour, social and emotional needs.	D	Application Form/Interview
2-3 years experience of working with young people or a related degree and 1 year directly relevant experience.		
A comprehensive knowledge and experience of delivering a range of intervention techniques.	D	Application Form/Interview
Knowledge and ability to work effectively with a wide range of supporting services in both statutory and voluntary sectors.	E	Application Form/Interview
Understanding of inclusion within a school setting	E	Application Form/Interview
Working knowledge of relevant policies/codes of practice/legislation	E	Application Form/Interview
Understanding and working knowledge of the national curriculum and other learning programmes	D	Application Form/Interview
Working knowledge and understanding of HPL and Chimp Management.	D	Application Form/Interview
Experience of delivering group programmes and making formal presentations.	D	Application Form/Interview
Learning Mentor Training or willingness to undergo similar such training related to strategies for dealing with challenging students.	E	Application Form/Interview
Work Related Circumstances		
To attend staff training days, twilight training sessions and relevant out of hours training and events.	E	Interview

STAGE TWO

Will only be used in the event of a large number of applicants meeting the minimum essential requirements

ADDITIONAL REQUIREMENTS		METHOD OF ASSESSMENT
Skills/Knowledge/Experience		
1.	Experience working with children/young people and their families in a relevant secondary school environment.	Application Form/Interview
2	Graduate qualifications or equivalent ideally in a related field. (At stage 1 a degree and 1 year relevant experience or NVQ 2/3 and 2-3 years experience.)	Application Form/Interview
3.	Counselling qualifications	Application Form/Interview

Note to Applicants: Please try to show in your application form, how best you meet these requirements		
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The Albany Way

We succeed because we care.

Community

This is a *community* where everyone is valued, can make a contribution and is empowered to take control of their own destiny. Where everyone *works together* and learns from each other.

Aspiration

We hold *hope* for every individual member of our community. In recognising their personal circumstances and by offering opportunities, we lay the foundations for their *future success*.

Resilience

Within our nurturing community we recognise that success is built on *effort*, a 'can do' attitude, ensuring the little things are done well and having no fear of failure. Everyone sets themselves the highest expectations and maintains a *hunger for improvement*.

Enthusiasm

As a result, we develop *well rounded human beings*, who are prepared to make a positive contribution to our wider community; who demonstrate mutual respect, empathy, an acute appreciation of fairness and a *strong sense of self-worth*.



ALBANY ACADEMY PPD FRAMEWORK - SUPPORT STAFF

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

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

Albany Academy
Bolton Road
Chorley
PR7 2AY

01257 244020

info@albanyacademy.co.uk

www.albanyacademy.co.uk

