

PASTORAL DIRECTOR

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Description automatically generatedThe Quest Academy

Application Pack

The Quest Academy

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| Role Location | The Quest Academy, Farnborough Avenue, South Croydon CR2 8HD | |
| Salary | Teacher: £53,731 - £58,893  Support: £50.570 - £54,629 | Teacher: TCT Scale L1 – L5  Support: TCT Scale P40 - 44 |
| Details | Permanent/Full time all year round | |
| Start date | 1st September 2025 | |
| Application Closing Date | 24th March 2025 | |

**A message from the CEO**

Thank you for your interest in joining *The Collegiate Trust*. I hope that this information pack will help you to learn more about our fantastic family of schools and the exciting prospect of joining us.

*The Collegiate Trust* is a dynamic place to work. Our mission is to collaborate to deliver an *exceptional education for all* and our culture of ambition is focussed clearly on our people and their learning. It is this culture which leads to the high academic standards and the enviable reputation that *The Collegiate Trust* is known for. I am very proud of what we do and what we have achieved at the Trust, and I hold the highest aspirations for what we will achieve in the future.

Since 2015, our Trust has been growing and, today, we are a family of 8 schools with c.6000 pupils and 800+ employees. We take our responsibility as an employer very seriously, always striving to do best by our staff and focusing on wellbeing, development and achievement.

A group of people posing for a photo

Description automatically generatedWe would be delighted to receive an application from you if you feel that this role and our Trust may be right for you.

Yours sincerely

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Mr Soumick Dey

Chief Executive Officer

Why work with us? The benefits

At TCT, we understand that your time, wellbeing, career opportunities and work-life balance are key things you will look for when choosing where to work. We work hard to continually develop what we offer, striving to be recognised as an employer who looks after all our employees.

On top of our proactive and supportive approach to employee wellbeing and development, we offer a range of additional employee benefits. Please click [HERE](https://tct-academies.org/benefits-of-working-with-tct/) to see more detail about some of the fantastic employee extras we offer.

We have a comprehensive CPD programme, designed to ensure all staff in all roles have the opportunity to grow and develop in their career. Our appraisal process ensures that each and every member of staff is flourishing. Whether you are at the very beginning of your career or are looking to develop your experience, a school within *The Collegiate Trust* is a great place for professional growth. ECTs and Apprentices benefit from a focused induction period, prior to appointment, and a well-established programme of support throughout the year, whilst more experienced colleagues have many opportunities to develop skills and extend their professional learning through an extensive and varied programme of professional development.

We are an inclusive and supportive trust who understands that our employees have commitments beyond work. We have a generous approach to flexible working, annual leave, compassionate leave and supporting our staff in times of difficulty. Your wellbeing is of utmost importance to us!

An introduction to the role

**A message from the Head of School**

Thank you for your interest in the post of *Pastoral Director.* I hope that this information pack will help you to learn more about our fantastic school an that you will be excited about the prospect of joining an excellent team.

This post requires the successful candidate to work alongside the Deputy Principal leading the Pastoral Team as the operational Designated Safeguarding Lead. You will also lead on complex pastoral cases, supporting students to achieve highly at The Quest Academy.

The position is open to both teaching and non-teaching candidates. The job description and person specification shown in this pack will give you a good indication of who we are looking for, including the skills and experience of our ideal candidate.

I would be delighted to receive an application from you if, upon consideration, you feel that this role and The Quest Academy may be right for you. To submit an application, please complete the form at [TES Online](https://www.tes.com/schools/employers/1059331/current-jobs). If you have any further questions about this post, I would be pleased to speak with you; please feel free to contact me at [tbeecham@thequestacademy.org.uk](mailto:tbeecham@thequestacademy.org.uk).

**Mr T Beecham**

**Head of School, The Quest Academy**

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**About The Quest Academy**

At The Quest Academy we have created a disciplined environment with well-behaved children. Levels of attendance are above the national average because our students enjoy coming to school and we have very well-crafted systems of support in place to make sure that the Academy runs efficiently. We are oversubscribed and results over time are very strong in all key stages. We believe in the broadest and richest educational experience, and we have a highly developed and universal enrichment offer, numerous trips and visits, a wide range of clubs and societies, sports fixtures and a thriving Duke of Edinburgh award scheme.

We believe we are outstanding in the support we provide for staff development. We have achieved the ‘CLPD Gold Mark’ for our professional development work and we run in-house training sessions every week to update and further our colleagues’ skills. We are also very fortunate to occupy a stunning 17-million-pound building with extensive grounds which we moved into in 2014. Every part of the school is new and across the campus we have invested in nearly one million pounds of cutting-edge IT equipment to support all aspects of Academy life. The Academy is committed to ensuring that each student succeeds academically and personally. Our motto, *Learning Changes Lives* reflects our belief in the importance of our work. We are committed to making sure that every student makes outstanding progress. We have high expectations of every student, offer the best quality teaching and insist on the highest standards of behaviour and respect.

Strong moral values underpin the ethos of The Quest Academy. We welcome students from a wide range of cultural and faith (or non-faith) backgrounds and expect all families to value and support the moral values at the heart of all aspects of life at the Academy. We foster understanding, tolerance and mutual respect whilst producing confident, capable and respectful young people. At all times, we aim to create an environment that nurtures and develops:

* A group of people in a classroom

  Description automatically generatedIntegrity
* Compassion
* Respect
* Tolerance
* Kindness
* Courage
* Generosity
* A life-long love of learning

These values make the Academy a positive and inclusive community in which all students feel safe, valued and part of the family. Students at The Quest Academy’s 6th Form, Quest6, have excelled across the range of courses that are on offer.

In addition to academic excellence, Quest6 is a positive, rich and innovative learning environment where every student can achieve excellence in all that they do, in the classroom and beyond it. We offer a wide range of enrichment activities to extend learning in a range of contexts and promote leadership, teamwork, reflection, confidence and high self-esteem.

**You can find out more information about The Quest Academy on our website:**

[The Quest Academy | Part of The Collegiate Trust](https://thequestacademy.org.uk/)

**About The Collegiate Trust**

TCT has grown out of *Riddlesdown Collegiate*, a large, **outstanding** (OFSTED, March 2023) secondary school in Croydon with a longstanding reputation for high standards and an exceptional education. Since 2015, our Trust has been growing and, today, we are a family of 8 schools with c.6000 pupils and 800+ employees. The planned addition of a further secondary school will bring our Trust to c.7000 pupils and c.1000 employees.

Our strong culture of ambition is focussed clearly on **PEOPLE** and **LEARNING**. We ensure that the best interests of all those in our communities are always at the heart of our decision-making.

The work of *The Collegiate Trust* is informed by our core values: **Ambition and Collaboration**, leading to **Achievement and Enjoyment.**

There are three particular themes that drive our work and can be described as our *keys to success*:

***Partnership*** – We work hard to cultivate strong professional relationships with each other, with our pupils, with their families and the wider community as we see this as the foundation on which our Trust is built.

***Progress*** – To us, progress means much more than academic improvement. We place a great focus on personal and professional growth for all members of our community and it is this emphasis on continuous improvement which means we deliver an Exceptional Education for All.

***Preparation*** – Whether for the next stage of education, for work or for a future that is uncertain, it is our view that the prime purpose of school is to prepare young people for the rest of their lives. It is our intention to prepare all pupils to achieve their goals and to go on to enjoy happy and successful futures.

**You can find out more information about our Trust on our website:**

[The Collegiate Trust | Exceptional Education for All (tct-academies.org)](https://tct-academies.org/)

A young child reading a book

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What will I be doing?

Job Description and Details

**Contract:** Permanent**,** Full-time

**Hours:** 36 hours per week

**Location:** The Quest Academy

**Reporting to:** Deputy Principal

**Purpose of the Post:** To work as part of the Pastoral Team as Designated Safeguarding Lead and lead on complex pastoral cases supporting students to achieve highly at The Quest Academy under the direction of the Deputy Principal.

Understanding, operating and developing the ethos of the Academy so that it becomes a centre of excellence where mutual respect, tolerance, care and support are evidenced in all of the Academy’s activities and that this in turn ensures that everybody takes pride in all aspects of the Academy’s work.

**Main Responsibilities**

* Maximise access to learning and opportunity within the Academy, by incorporating the diverse needs of the students into the Academy’s policies, the design of the Curriculum and the Pastoral structure
* Develop provision in line with the behaviour policy and attendance strategy
* Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to all relevant policies and national guidance

**Leadership**

* Play an active role in support of the Academy’s Senior Leadership Team (SLT)
* Contribute to the behaviour policy in accordance with the overall Academy Development Plan
* Develop the Academy’s inclusion strategy
* Act as the Academy’s Designated Safeguarding Lead for safeguarding and child protection
* Act as the Academy’s Senior Lead for Mental Health
* Line manage pastoral colleagues
* Support with the development and delivery of the behaviour curriculum
* Ensure safeguarding systems are robust and cases are followed up effectively on CPOMS
* Plan and deliver safeguarding training to colleagues ensuring they have a good understanding of contextual safeguarding issues and safeguarding procedures and processes.
* Responsibility for effectively managing medical needs, ensuring Individual Health Care Plans are in place and reviewed as appropriate
* Responsibility for monitoring complex pastoral cases, ensuring that swift and appropriate action is taken to remove barriers to learning
* Responsibility for the Academy’s Inclusion Room
* Contribute to the annual revision of the Academy Development Plan and evaluation report
* Contribute to the ‘On-Call’ rota for senior staff

**Student Support**

* Work closely with identified students setting individual targets for improvement
* Analyse data to identify students in need of support
* Provide support for students by coordinating appropriate interventions
* Monitor the effectiveness of interventions, taking into consideration impact
* Take the lead in identifying students who do not respond to programmes and work with appropriate external service(s) to provide a Pastoral Support Programme (PSP), agreed with parents/carers and overseen by a designated member of staff.
* Responsibility for the organisation, tracking and monitoring of students requiring alternative provision

**Supporting Staff**

* Act as the Inclusion Manager in line with the inclusion agenda, to break down the barriers to learning and particularly to ensure equal opportunities and to tackle racism and bulling.
* Support with staff wellbeing.

**Liaison**

* Liaise with staff within the Academy, and outside agencies to provide appropriate meaningful opportunities for all students.
* Work closely with the SENDCo to support students with identified needs
* Liaise with parents, carers and other external agencies involved in caring for students, and support parenting work.
* Work alongside other institutions and other agencies on the development and implementation of wider behaviour and attendance programmes.

**Health and Safety**

* To be the Academy’s Lead First Aider.
* Liaise directly with the Site Manager and Head of Estates to ensure that individual plans are in place, as required, to support student/staff accessibility at the Academy (such as Personal Emergency Evacuation Plans)
* Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
* Co-operate with the employer on all issues to do with Health, Safety and Welfare.
* Have an understanding of visits’ procedures and the relevant actions to take when planning out of Academy activities.

**Professional Standards and Development**

* Be a role model to students through personal presentation and professional conduct.
* Arrive in class, on or before the start of the lesson, and begin and end lessons on time.
* Be familiar with the Academy and faculty handbooks and support all the Academy’s policies
* Establish effective working relationships with professional colleagues and support staff.
* Be involved in extra-curricular activities such as making a contribution to clubs and visits.
* Maintain a working knowledge and understanding of teachers’ professional duties as set out in the current Academy Teachers’ Pay and Conditions document, and teachers’ legal liabilities and responsibilities relating to all current legislation, and the role of the education service in protecting children.
* Liaise effectively with Parent/Carers and with other agencies with responsibility for students’ education and welfare.
* Be aware of the role of the Governing Body of the Academy and support it in performing its duties.
* Be familiar with and implement the relevant requirements of the current SEN Code of Practice.
* Consider the needs of all students within lessons (and implement specialist advice), especially for those who have SEN, are more able and/or are not yet fluent in English.

**Continuing Professional Development – Personal**

* In conjunction with the line manager, take responsibility for personal professional development, keeping up-to date with research and developments in teaching pedagogy and changes in the curriculum, which may have a positive effect on behaviour and attendance.
* Undertake any necessary professional development as identified in the Academy Development Plan taking full advantage of any relevant training and development available.
* Maintain a professional portfolio of evidence to support the Performance Management/teaching and learning review process.

**Continuing Professional Development – Staff**

* Contribute to the provision of high-quality professional development through an effective Performance Management Programme.
* Promote awareness of the different groups of students and strategies in identification and management of their behaviour and attendance needs.
* Take responsibility for leading and developing professional develop, for teaching and non-teaching staff, by developing staff expertise and practice of inclusive and holistic practices such as Thrive
* Leading on behaviour approaches with the aim of reducing suspensions.

**Other Requirements**

* To promote and safeguard the welfare of children at the Academy.
* To maintain confidentiality at all times.
* To be aware of and adhere to all Academy policies and procedures.
* To carry out any other duties as may be reasonably required by the Head of School
* To work in support of the Academy Improvement Plan.
* To take time to read notices, keep to deadlines and carry out duties to the best of your ability.
* The above is not an exhaustive list and the successful applicant may be required to carry out additional duties as required by the role.

**General**

* The post-holder will be expected to undertake any appropriate training provided by Woodcote High School to assist them in carrying out any of the above duties.
* The post-holder will be expected to contribute to the protection of children and young people, as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager.

Why am I right for this job?

We know that some people may not have 100% of the things we might think we want for a role but can make an EXCELLENT addition to our team and bring new things to the table that we may not have considered. If you think your skills and experience make you a good fit for this role, please do not be put off if you do not match 100% of the desired criteria! The notes should help you see if something is essential for you to be considered.

Person Specification

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| --- | --- |
| **Qualifications** | **Notes** |
| Teacher: Good Honours Degree and QTS | Essential |
| Support: Qualification to at least Level 3/4 – A Level or Foundation Degree or NVQ. | Essential |
| A\*-C/9-4 in GCSE English and Maths | Essential |
| Designated Safeguarding Lead (Level 3) Training | Desirable |
| **Experience** |  |
| Experience working with young people of a range of ages and abilities | Essential |
| 5 Years Pastoral Experience | Essential |
| Knowledge of Arbor, CPOMS and CPOMS StaffSafe | Desirable |
| **Skills and Attributes** |  |
| Strong interpersonal skills, fair minded and excellent communication skills | Essential |
| Able to interact effectively with staff, parents, students and external agencies | Essential |
| Team player, willing to share in key decision making | Essential |
| Ability to quickly establish and maintain positive relationships with students, staff and families | Essential |
| Ability to demonstrate and promote good practice in line with the ethos of The Quest Academy | Essential |
| Understanding of safeguarding issues and promoting the welfare of children and young people | Essential |
| Well-developed communication skills, including high level of written and oral literacy and competent ICT use | Essential |
| Suitability to work with children | Essential |
| Potential for professional progression | Desirable |

All our staff MUST be able to fulfil to following criteria:

* Undergo a full enhanced Disclosure and Barring Service check (which will confirm there has been no criminal activity that means you might be unsuitable to work with young people)
* Right to work in the UK
* Be medically suitable and safe to fulfil the role
* Provide 2 references that support your application, one of which must be your most recent employer (unless this is your first ever job, in which case please contact us to agree alternatives)

How to Apply

If you feel that this role and our school may be right for you, we would very much like to receive your application.

To apply, please use the [TES application form](https://www.tes.com/jobs/employer/the-quest-academy-1059331), attaching where requested a statement of no more than two sides of A4, identifying clearly how you meet the Person Specification.

If you have any queries or would like an informal discussion about the role, please do not hesitate to contact us at [HR@tct-academies.org](mailto:HR@tct-academies.org).

Safeguarding Statement

The Collegiate Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. In all cases, the post holder’s responsibility for promoting and safeguarding the welfare of the pupils is to adhere to and ensure compliance with the school’s safeguarding policies and procedures at all times.

The post is exempt from the Rehabilitation of Offenders Act 1974, and the school is therefore

permitted to ask job applicants to declare all convictions and cautions (including those which are “spent”, unless they are “protected” under the DBS filtering rules) in order to assess their suitability to work with children. Please note that if you are added to a Barred List then it is against the law to work, apply for work or volunteer in Regulated Activity with children.

Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers, online searches and the Disclosure and Barring Service (DBS). Appointment will be dependent upon further health, safeguarding and attendance checks.