

HAMMERSMITH

Academy

PASTORAL SUPPORT OFFICER

Candidate Information Pack

December 2023



<https://www.hammersmithacademy.org/>



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BACKGROUND TO HAMMERSMITH ACADEMY

Hammersmith Academy (“the Academy”) (www.hammersmithacademy.org) is a state-of-the-art, non-denominational, all-ability, co-educational secondary school for 11-18-year olds. Sponsored by City of London Livery Companies; the Mercers’ Company and the Information Technologists’ Company, the Academy opened in September 2011 and has now grown to approximately 950 students on roll. The Academy is oversubscribed and continues to be highly successful, with over 800 applications for 140 spaces in Year 7 for 2023.

The Academy combines excellence in achievement across the curriculum with opportunity and innovation in learning approaches developed through the Academy’s specialisms in ICT and Creative and Digital Media.

HA Vision

- To develop highly qualified, aspirational young adults who make outstanding progress and as active citizens take a lead within the community and are committed to giving 100% in everything they do.

HA Values

- We inspire pride and confidence in our students to achieve their full potential. Everyone in the Academy is responsible for modelling a positive and professional attitude at all times.
- We create a stimulating and enriching learning environment where high expectations and challenge prepare students for a global society.
- We succeed by developing a growth mind-set through the skills of resilience, resourcefulness, reflectiveness and reciprocity.

An enhanced Vision and Ethos statement is provided within the information pack. The sponsors are committed to excellence in secondary education and have a track record of working with successful academies and in areas of significant academy improvement. The educational vision, building design, curriculum model and Academy organisation plan are based on the template developed successfully at Thomas Telford Academy and the Mercers’ other academies in the West Midlands combined with the Information Technologists’ experience of academy improvement at Lilian Baylis Academy in Lambeth and their expertise and industry contacts in IT and Digital and Creative Media.

The Academy has the support of, and access to, the expertise and educational networks of the Mercers’ group of schools and colleges, which includes the highly acclaimed St. Paul’s schools’ (Independent), and the Thomas Telford family of academies as well as the West London Partnership www.westlondonpartnership.org. Further details of the sponsors’ educational activities can be found on their websites www.wcit.org.uk and www.mercers.co.uk. The sponsors also have strong links with international IT industries and with the City of London.

Why choose us?

- A dynamic learning culture where your skills and attributes will be essential to its continued growth and development
- A strong, supportive staff body and leadership team
- A “can-do” culture of achievement coupled with ongoing personal and team CPD
- A well-run Academy with clear and effective processes that support professionals
- A commitment to well-being and support across the Academy



Click here for a virtual tour of the Academy: <https://www.hammersmithacademy.org/about-us/virtual-tour/>

PASTORAL SUPPORT OFFICER

REPORTS TO: SLT Link/Head of Year

RESPONSIBLE FOR: To work as a member of the Pastoral Team within a Key Stage, to support the Heads of Year (HoY) and Senior Leadership Team (SLT) within the Academy to raise the attainment of all students

SALARY: Scale 5/22 - £30,604 to Scale 6/28 - £35,285 (pro rata - 39 weeks)

HOURS: Permanent/Term-time only/39 Weeks
 40 hours per week – 8.00am-5.00pm

START: Immediate

Our support staff are vital to ensuring that our pupils achieve their full potential and become confident, resilient and compassionate individuals who can make a positive contribution to society.

We are seeking to appoint a Pastoral Support Officer to support the cohort of students in an assigned year group.

You will be the second point of contact after the Form Tutors for students and parents, especially in relation to the day to day working of the Academy Behaviour Management Policy and will assist the Head of Year for a designated Year Group and will therefore need great interpersonal skills.

You will develop the year identity and ethos in collaboration with the Head of Year and members of the Leadership Team and ensure clear lines of communication with Tutors and the Leadership Team to support students’ personal, social, spiritual and moral welfare.

Ofsted – January 2022

“Hammersmith Academy continues to be a good school”.

“Leaders and staff are determined that all their pupils will succeed. They have established a culture of aspiration for all, regardless of pupils’ individual starting points”.

“Pupils benefit from learning a broad curriculum, including in the creative arts and languages. Many pupils choose to continue studying arts, as well as humanities and languages, at GCSE level. Pupils learn to behave kindly and respectfully towards one another, making the school a harmonious place. Poor behaviour is rare. If bullying occurs, leaders respond quickly and effectively. Leaders and staff ensure that pupils are kept safe at school”.

“Leaders and staff are knowledgeable about safeguarding. They are well informed about the risks pupils may face, including those in the local area. Staff are vigilant, and identify and report concerns without delay”.

Applications are welcomed from suitably qualified candidates with the appropriate skills, vision and desire to work at the Academy, where expectations are high and there is a strong focus on student achievement.

We have a strong commitment and vision for staff wellbeing with many opportunities, activities and events throughout the year. Our vision for wellbeing in the workplace is as follows:

'To create a caring school community promoting staff well-being through a whole-school approach characterised by caring and supportive relationships amongst school members; school members being meaningfully engaged in the school community; and addressing and supporting the health and well-being of all school members within a safe environment that celebrates achievements.'

Are you a highly motivated, outstanding individual with a strong presence, who is ambitious for students, their colleagues and the Academy? Do you have a passionate belief in the ability for all to succeed? Are you a conscientious and enthusiastic team player who is looking to join a vibrant department? If so, we look forward to hearing from you.

THE POST

Main Responsibilities

- to be the second point of contact after the Form Tutors for students and parents, especially in relation to the day to day working of the Academy Behaviour Management Policy
- to assist the Head of Year for a designated Year Group
- to prioritise the issues arising from contacts with students and parents to minimise the disruption to academy learning and to ensure that issues are dealt with efficiently and at the right level
- to support the personal social and academic development of students and promote their well-being within the specified Key Stage
- to liaise with appropriate members of staff to implement positive behaviour management strategies
- to work as an active member of a tutorial team to support colleagues in setting high expectations for standards of behaviour, dress and achievement
- to contribute to the overall ethos, work and aims of the academy
- to assist in maintaining links with home, internal and external support services involved with student welfare
- to support with covering lessons
- to facilitate, where appropriate, a whole academy mentoring programme for students in Year 7-11 and support KS students in their development

Other Specific Duties:

Attendance, Punctuality and Uniform

- to liaise with the attendance officer over first day call for at risk or critical groups as identified. Liaise with designated Senior Leadership Team and Head of Year to contact home
- to review and analyse student data in order to identify trends or patterns of behaviour, attendance or punctuality. To implement and monitor any necessary interventions
- to monitor student punctuality and assist with detentions for lateness
- to support academy Behaviour for Learning policies within the academy

Behaviour Management

- to be in charge of the administration of the academy's detention system by recording names, reminding students, liaising with duty staff and co-ordinating any follow-up action
- to assist senior staff with individual students who, for whatever reason, are not in class. This may mean following up truants (attendance), counselling learners who are distressed and liaise with senior staff on action to be taken
- to liaise and organise work with teaching staff over internally and fixed term excluded learners including emergency cover
- to organise and administer conduct and attainment reports
- to liaise with other staff
- to administer and monitor the daily report system to individual students, as well as lesson, punctuality, loss of free time, attendance, Headteacher reports and any other relevant document that may be used to monitor learner progress
- to liaise with external agencies such as LA, Police Liaison Officer, EWO and other agencies regarding key students
- to supervise excluded students
- to liaise with tutors over student planners, attitude and behaviour in tutor times

- to undertake duties at break and lunch times according to the duty rota
- to collate information on students' successes e.g. merits/ rewards
- to be visible around the building at key times during the academy day

Communication

- to maintain conduct logs on SIMS system and analyse weekly
- to input safeguarding incidents/info. on CPOMS system, analyse and report to HoY and DSL
- to attend meetings as appropriate
- to maintain diary for re-admissions/ bullying and racist incident logs
- to support with academy events such as academy photographs, Drop Down Days, etc.
- to assist with the organisation of presentation evenings and other key events associated with the Key Stage
- to carry out administrative tasks as appropriate
- to liaise with parents/carers and keep accurate records
- to liaise with relevant support agencies
- to support in bullying issues
- to communicate with parents, organise meetings and make appointments at the request of the Heads of Year
- to assist in the organization of information for internal/external support services including inclusion meetings
- to order and organise year group resources as directed
- Take students to exams for the appropriate year group/key stage
- to supervise students on educational trips and in academy clubs
- to report all concerns about Child Protection/Health & Safety/Security to the appropriate person

General:

- To organise events to support students with study and revision skills, including with external organisations
- To lead in the organisation of events which support the development of students' cultural capital e.g. volunteering projects, residential trips
- To be an active participant in, and recipient of, the Academy's appraisal system, which will include an annual review and, where necessary, re-designation of responsibilities in the interests of the student and staff needs
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person
- To contribute to the overall ethos/work/aims of the Academy
- To uphold confidentiality at all times regarding staff and students
- To comply with Hammersmith Academy's Professional Dress Policy and Code of Conduct.
- To actively comply with and promote all working policies and procedures
- To present a positive personal image, contributing to a welcoming Academy environment which supports equal opportunities
- To undertake any other tasks which are reasonably requested by the academy
- To take part in the academy's performance management, process
- To undertake appropriate training

No job description can be fully comprehensive, and from time to time the successful candidate may have to undertake other professional duties as directed by the Headteacher.

PERSON SPECIFICATION AND SELECTION CRITERIA

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ▪ Numeracy and literacy competence with GCSE or equivalent in Maths and English ▪ Good IT skills ▪ Level 3 or equivalent qualification ▪ Willing to undertake further training 	<ul style="list-style-type: none"> ▪ Current First Aid Certificate ▪ Child Protection Qualification
Experience	<ul style="list-style-type: none"> ▪ Knowledge and understanding of the UK education system ▪ Managing resources effectively ▪ Working with young people 	<ul style="list-style-type: none"> ▪ Knowledge and understanding of strategies for ensuring equal opportunities for staff and students ▪ Knowledge and understanding of the implications of the Creative and Digital Media Specialism ▪ Experience of safeguarding in a school or other relevant organisation, including: <ul style="list-style-type: none"> ▪ Building relationships with children and their parents, particularly the most vulnerable ▪ Working and communicating effectively with relevant agencies ▪ Implementing and encouraging good safeguarding practice ▪ Knowledge of handling sensitive data and upholding the principles of confidentiality
Leadership & Management Skills	<ul style="list-style-type: none"> ▪ An ability to prioritise, plan and organise work whilst in a busy environment ▪ An ability to deal appropriately with sensitive or difficult situations with all stakeholders ▪ An ability to achieve challenging professional goals ▪ Proven ability to manage your own time effectively ▪ Ability to take responsibility for your own professional development 	
Skills and Knowledge	<ul style="list-style-type: none"> ▪ Proven ability to make decisions and solve problems and to respond quickly and effectively to changing situations ▪ Ability to work with a range of people with the aim of ensuring the safety and welfare of children ▪ Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns 	<ul style="list-style-type: none"> ▪ Knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies ▪ Awareness of local and national agencies that provide support for children and their families ▪ Knowledge of and/or previous use of the SIMS/CPOMS systems

	<ul style="list-style-type: none"> ▪ Good IT skills and the ability to analyse, understand and interpret relevant information and data ▪ Effective communication, decision-making and interpersonal skills ▪ Ability to communicate a vision and inspire others ▪ Ability to build effective working relationships with staff and other stakeholders 	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> ▪ Commitment to ensuring the safety and welfare of children ▪ Uphold and promote the ethos and values of the school ▪ Act with integrity, patience, empathy, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the Academy ▪ Ability to work under pressure and prioritise effectively ▪ Maintain confidentiality at all times ▪ Commitment to equality ▪ Excellent communication skills – communicating effectively, orally and in writing with staff, students, parents, governors, external agencies and the wider community, including businesses ▪ Personal impact and presence ▪ Adaptability to changing circumstances and new ideas ▪ Energy, vigour and perseverance ▪ Highest possible expectations of self and others ▪ Self-confidence and enthusiasm ▪ Intellectual ability ▪ Vision, imagination and creativity ▪ Ability to manage and overcome setbacks ▪ An excellent record of attendance and punctuality 	

STAFF BENEFITS

The Academy offers all its staff a range of benefits including:

- Interest Free Loan of up to £2000 - for IT equipment
- Employer pension contribution – Teachers Pension Scheme (Teachers); Local Government Pension Scheme (Support staff)
- Annual Leave entitlement of 26 days plus 8 Bank Holidays which increases to 31 days annual leave after 5 years' service
- Cycle to Work Scheme: Cyclescheme is an employee benefit that saves 25-39% on a bike and accessories. Nothing is paid upfront and payments are taken tax efficiently from your salary by your employer.
- Season ticket loan – employees are entitled to apply for an annual, interest-free season ticket loan for travel or apply for a bike loan
- Support Staff Continuous Service Award
- Free Health and Fitness – full access to the Academy's fantastic gym and fitness facilities
- Free lunch and hot drinks – for staff who dine with students
- Free breakfast — on Fridays and on INSET days and staff can take advantage of our subsidised breakfast service each day
- A commitment to Wellbeing:
 - free flu vaccinations offered annually
 - INSET in July to plan for September so that you can enjoy your summer
 - a two-week half term during the Autumn Term
 - weekly Staff "shout-outs" celebrating each other
 - Staff Drop-in Sessions
 - Governors' Praise and Recognition Scheme
 - Staff social events including Staff Wellbeing Afternoons
 - Staff football/yoga
- Access to the London Borough of Hammersmith and Fulham's Parking Permit Scheme offering subsidised parking in the local area
- Membership of Medigold Health Protect – our mental health and well-being support service including the Thrive App offering mental wellbeing support at the touch of a button, anytime, anywhere
- Free Membership of the National College
- In addition to whole school CPD, a separate CPD budget of up to £300 will be available to staff to be agreed with Department Head and CPD Manager

THE ACADEMIST

Hammersmith Academy's termly newsletter, containing articles and stories from the full spectrum of Academy life. There are contributions from both students and staff, and covering academic and extra-curricular events.



<https://www.hammersmithacademy.org/parent-portal/newsletter/>

HOW TO APPLY

Please complete an Application Form. With reference to the Job Description and Person Specification, write a supporting statement to show your skills, attributes and abilities to successfully fulfil the role of Pastoral Support Officer at Hammersmith Academy (no more than 2 x A4 sides - min.11pt font).

This statement should include the following points:

- a. An explanation of how you would support the students to learn and develop at Hammersmith Academy
- b. With clear reference to your skills, experience and proven ambitions, an explanation of how you can make a significant contribution to Hammersmith Academy in your role, especially through the specialisms in ICT and Creative Media.

CVs will not be accepted for this post.

For additional information about Hammersmith Academy please visit our website:

www.hammersmithacademy.org

Closing Date: Monday, 8th January 2024 - 9.00am

Interviews: TBC

All applications will initially be acknowledged by e-mail. If you have not heard further within two weeks of the closing date you may assume you have not been successful on this occasion.

In accordance with recommendations made by the DfE in Keeping Children Safe in Education 2022, all shortlisted candidates will be subject to an online search. This will help identify any incidents or issues that have happened, and are publicly available online, which Hammersmith Academy will explore with the applicant at interview.

Hammersmith Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced disclosure from the Disclosure and Barring Service (DBS Check) and the receipt of two satisfactory references.

Hammersmith Academy is an Equal Opportunities employer and does not discriminate on the grounds of any protected characteristics as defined by the Equality Act 2010.

HAMMERSMITH ACADEMY
INSPIRE CREATE SUCCEED

Vision

To develop highly qualified, aspirational young adults who make outstanding progress and as active citizens take a lead within the community and are committed to giving 100% in everything they do.

Values

We inspire pride and confidence in our students to achieve their full potential. Everyone in the Academy is responsible for modelling a positive and professional attitude at all times.

We create a stimulating and enriching learning environment where high expectations and challenge prepare students for a global society.

We succeed by developing a growth mind-set through the skills of resilience, resourcefulness, reflectiveness and reciprocity.

The HA WAY - HA learners demonstrate:

- Pride and Commitment
- Professionalism and Leadership
- Active citizenship
- Honesty and Reliability
- Respect and Integrity

Hammersmith Academy ensures that students are happy, safe and secure in their learning and develop through a culture of success, into self-confident independent learners who become highly valued members of their community. Strong leadership at all levels challenges underachievement and ensures students make outstanding progress and achieve high standards of attainment.

It is an inspiring and creative place to learn, which is rich in digital and creative media technology that stimulates and develops students' academic and vocational skills through the promotion of excellence.

Students leaving the academy will have the following profile:

- A strong portfolio of accredited achievement;
- A highly developed sense of responsibility and pride in their own performance;
- Outstanding communication skills, including digital literacy
- Well-developed literacy and numeracy skills
- Strong leadership skills coupled with a professional attitude to enhance employability;
- An ability to work collaboratively and develop team cohesion;
- An aptitude for research, enquiry, problem solving and creativity
- Are actively kind, caring and socially responsible.

Developing character and a growth mind-set - Be better than you thought you could be

Good character development coupled with academic success is essential to a high-quality education. We succeed by developing a growth mind-set through the skills of resilience in the face of challenge, resourceful when solving problems, reflective when evaluating progress and reciprocal when working in teams. To be fearless when striving for excellence and contributing positively to life in a global society.

We want each individual to be better than they thought they could be. We believe everyone is powerful beyond measure and capable of extraordinary achievements. We expect more from ourselves and each other in our drive to be the best and are 100% committed in everything we do. We constantly challenge students to push their limits, to work hard, to be resilient and inspire each other to *outstanding* success.

We expect the same from all adults. That they are determined and committed to be the best they can be, demonstrate a 'can do' attitude and transmit these expectations to the students.

Knowledge is power

Knowledge creates power. First, Intellectual power - primarily through the core disciplines of literacy and mathematics which are the building blocks in accessing a successful life. Second, Economic power - a deep understanding of the links between self-management and problem-solving skills in becoming rounded and grounded in preparation for the world of work and thirdly, Social power - developing our social and moral responsibility as active citizens.

We prepare students for successful lives through a stimulating and engaging curriculum where our practices mirror those found in the wider world of work. Using a broad experiential approach, students are given the opportunity to make choices, take responsibility for their learning and accelerate their interests in greater depth.

Developing a thirst for knowledge through inspirational teaching is powerful. Its value is limitless. It enables students to absorb challenging concepts and develop the skills of critique, analysis and evaluation.

Leading is achieving

Leadership is central to our ethos of success as an individual, a team and a learning organisation. We work closely together to improve. We consistently look to enhance the quality of what we are doing and seek inspiration from inside and outside the Academy.

Our students are future leaders who develop a clear sense of ownership and pride in their own performance which empowers them to support others. We expect students to value and celebrate success and champion their community.

All adults are expected to lead and to build a performance culture. In every action, attitude and expression, they set direction and expectation. Every adult is trusted to act with integrity and take personal responsibility to do the right thing for the students.