

Pastoral Coordinator Job Pack



CRAMLINGTON LEARNING VILLAGE



Where everyone plays a part in the future of our students



“

Cramlington Learning Village is a great place to work - you are always busy but people still take time to look after one another.

”

WELCOME

A MESSAGE FROM OUR CO-HEADTEACHERS

Welcome to Cramlington Learning Village and thank you for your interest in applying for a role at this school. We believe CLV is a fantastic place to work where everyone is responsible for the safety, wellbeing, development and progress of our students.

We are a comprehensive secondary school with 2000 students, which although large in scale, feels like a smaller community school where every student feels known and cared for. We pride ourselves in our core principles - that 'we are a school built on respect, which develops resilient learners, expert readers, knowledge explorers and responsible citizens.'

These next few pages will tell you more about our ethos and school culture, and what it is like to work here, whatever the role in the organisation. We hope that, along with the specific information attached on the role and person specification, you find this document helpful in making an informed decision on whether Cramlington Learning Village is a place where you will enjoy working in and where you can make a positive difference to our students.

We look forward to meeting you and if there is anything we can do to give you more information, we are always happy to help.

Mr. Jon Bird and Ms. Kim Irving



WHY JOIN US?

- We believe this is a school which is built on positive relationships. Although we are a big school we like every single member of staff to feel known and valued
- The CPD offer for teaching staff and TA's is a real strength of the school and includes an annual teaching and learning conference across two training days
- There is a supportive induction process for every new member of staff
- We offer support for staff at every level through a clear line management structure
- We pride ourselves on our staff development, and will work with you to ensure you feel supported and challenged in your role
- The school is committed in promoting positive mental health and wellbeing across the staff - we have a staff wellbeing and mental health charter written 'by staff, for staff'



“ As a member of support staff I know I have a key part in helping the school be strong and successful - you always feel part of the team. ”

- The school supports the 'Cycle to Work' scheme
- Competitive salaries are offered in a variety of posts at different levels
- Where we can, we offer generous annual leave
- Free staff parking available
- We have partnered with CLASS insurance who provide Digital Health assessments, Online Mental health training, 24/7 Counselling and Physiotherapy consultations for all staff
- Strong pension schemes (Local Government Pension Scheme for Support Staff and Teachers Pension Scheme for Teachers).



NEXT STEPS

Included in the following pages you should find information on the advertised role, including the job description and the personal specification. The application form will give you an opportunity to share your details and qualifications with us, along with your employment history.

As a school that strives to recruit all our staff as safely as possible, we also include our safer recruitment policy and information on the safeguarding checks that will be undertaken.

If there is anything else which will be helpful to you, or if you need more information, please do not hesitate to contact our Office Manager via recruitment@cramlingtonlv.co.uk

Registered in England and Wales Co No: 07730940

Co-headteachers: Mr J Bird/Ms K Irving
11-18 Secondary School of 2035 pupils including 312 in the Sixth Form

Post title: Pastoral Coordinator

Salary CLV Band 7 £30,366 - £33,573 (actual)
(£34,314 - £37,938 per annum full time equivalent)

Contract: 37 hours per week term time plus 10 days - Permanent

We require an outstanding Pastoral Coordinator to support the pastoral team, focusing on helping all students aspire and achieve. You will be required to monitor the individual progress of all students, with a focus on the progress of children who are in care or have previously been in care. You will be proactive in establishing a calm and purposeful learning environment and be confident co-ordinating home/school/professional links over a range of issues. You will help students engage with their learning and coordinate intervention in classrooms. In particular, you will help support those students who are in care or who have been in care previously providing them with a safe space and the opportunities to achieve their potential.

Cramlington Learning Village was graded Good in all categories in its last Ofsted Inspection.

Cramlington Learning Village is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS disclosure will be required for this post.

Please note: the postholder will be engaging in regulated activity, working mainly or wholly with children. This position is exempt from the Rehabilitation of Offenders Act 1974. It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children. Shortlisted candidates should be aware that online searches may be done as part of pre-employment checks.

Further details and application forms are available via our website at www.cramlingtonlv.co.uk or by contacting recruitment@cramlingtonlv.co.uk, to whom completed application forms should be sent to arrive no later than **midday Wednesday 18th June 2025**.

Job Title: **Pastoral Coordinator (CLV Band 7)**

Reporting To: Deputy Headteacher

Contract Type: Full time, term time plus 10 days

Clients/ Liaison with: Staff, Students, Parents, External Agencies

Job Purpose

1. To work alongside and support the Learning Manager and Senior Pastoral Coordinator.
2. To work alongside students to remove barriers for learning and keep them engaged in their education.
3. To work to support students who are in care to provide a safe space and support for these students.
4. Prevent suspensions and exclusions.
5. Promote excellent attendance and punctuality.
6. Promote confidence and well being of students.
7. Ensure students are given an opportunity to show what they are capable of and thrive.
8. Support students to be resilient.
9. Improve student aspirations.

Organisation

1. To monitor individual progress of students in a given target group and take appropriate intervention to facilitate progress towards target grades.
2. Accessing and collating appropriate paperwork and records.
3. To take a lead in establishing individual learning pathways via interview, observation and questionnaire, liaising with appropriate agencies and personnel.
4. To deliver curriculum and pastoral support within an agreed framework for targeted students.
5. Managing and supervising students excluded from lessons and/or otherwise working to a modified timetable.
6. Managing the integration of those who have issues which have prevented them from attending school.
7. Liaising with the school's Special Needs Co-ordinator, DSL, Counsellor, Attendance Manager, EWO and Learning Manager to ensure students' individual needs are being met.
8. Working with outside agencies to identify behaviour problems and helping students develop strategies to manage this in the classroom.
9. Offer mentoring programmes to support well being and resilience.
10. Continuing one to one work once the intervention is complete.

Administration

1. Monitor attendance of students in target groups/ years and liaise with the attendance manager.
2. Improve attendance, behaviour and social skills of targeted students.
3. Be involved in the creation and establishment of plans particularly, individual support plans.

4. Liaising with outside agencies and advisors to ensure the students thrive and make progress.
5. Monitoring and evaluating students' progress through observation and recording.
6. Providing feedback to students in relation to progress, behaviour, attendance and achievements.
7. Providing feedback to staff on pupils' achievements, progress and other issues.
8. Liaising with Learning Managers and Triage Group to ensure provision is appropriate, to plan reintegration and exit strategies.

Resources

1. To access the student voice via assemblies, focus groups, interviews and questionnaires using student feedback to promote the learning experience.
2. To co-ordinate home/school links over a range of issues e.g. attitudes to learning, learning reviews, parental meetings.
3. Supporting the most vulnerable pupils to learn.
4. Providing information and advice to enable students to make choices about their own learning/behaviour and attendance and consequences of their actions.
5. Organising friendship groups and social communication groups for students who need to improve these skills.

Responsibilities

1. Establish and co-ordinate proactive intervention in the classroom in terms of standard walks, pupil pursuits etc.
2. Be involved in the creation of an ethos and culture in the Cramlington Learning Village e.g. events, trips, visits etc.
3. To carry out duties as required.
4. Oversee and help coordinate sessions in the Base.
5. Establishing productive working relationships with students acting as a role model.
6. Running break, lunchtime and homework clubs as appropriate.
7. Supporting reintegration back into lessons.
8. Have a commitment to safeguarding and promoting the welfare of children and young people.

The duties and responsibilities highlighted in this job description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Person Specification

Pastoral Coordinator (CLV Band 7)

Key to assessment methods: (A) application form, (L) letter, (I) interview, (O) Lesson Observation, (R) references, (T) ability tests (Q) personality questionnaire (G) assessed group work, (P) presentation, (C) recruitment checks.

	Essential	Desirable
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Knowledge & Qualifications Assessed By: A,L,I	<ul style="list-style-type: none"> • Advanced Qualification in any relevant subject • Good communication and literacy skills • Coaching or mentoring skills • Knowledge of research based approaches • Knowledge of Secondary School Systems • Understanding of current issues around mental health 	<ul style="list-style-type: none"> • Degree/ Diploma in social work • Safeguarding qualification or training • Experience of working in a Secondary School
Experience Assessed By: A,L,I	<ul style="list-style-type: none"> • Experience of working with students who are in care or have been previously in care • Understanding around the disadvantaged agenda 	
Skills & Competencies Assessed By: A,L,I	<ul style="list-style-type: none"> • Ability to use ICT to track, monitor and review student progress and behaviour across the curriculum • Recent experience of working with a range of support agencies • Awareness of transitions and barriers to learning • Understanding of individual students needs and preferred learning styles • Able to work independently and within a team • Excellent communication skills 	<ul style="list-style-type: none"> • Recent experience of working with a range of support agencies
Disposition Assessed By: A,L,I	<ul style="list-style-type: none"> • Able to balance pressures and demands • High expectations of oneself and of students • A commitment to and interest in the wellbeing, support and achievement of students • A belief in teamwork and cooperation with adults and students • To be positive about the need for innovation and change • Flexible, imaginative, resilient, reliable and have integrity • Have a commitment to safeguarding and promoting the welfare of children and young people. 	





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