



Application Pack

For post of Residential Pastoral Manager (Boarding)



APPLICANT INFORMATION PACK

1. Brymore School - Background Information
2. Bridgwater College Trust information
3. Letter
4. Job Description
5. Terms and Conditions

BACKGROUND INFORMATION

Brymore is a state boarding academy for boys situated in its own beautiful grounds of 60 acres in Cannington, near Bridgwater. In 1951 Somerset County Council purchased the estate at Brymore for £6,600 and following extensive repairs and alterations it was opened as a Secondary Technical School in September 1952 for boys aged 13 - 17. Today, Brymore is a sponsored academy and is part of the Bridgwater and Taunton College Multi-Academy Trust. From September 2014, the academy extended its age range to admit boys from the age of 11 and we reached capacity in September 2015.

Brymore is at an exciting period in its history. There has been a rapid rise in examination results over the past eight years with Brymore moving from the bottom 5% nationally to the top 15% in value added terms. Maths and English have consistently achieved value added scores placing in the top 15% of the country with DT results also exceptionally high. There has been considerable investment with £7 million going into new buildings - £3 million into new boarding houses which opened in January 2009, over £1.5 million into new classrooms and laboratories which opened in September 2008, a further £2 million refurbishment project of the main boarding house and over £0.75 million in a new dining hall, kitchens and horticultural facilities which opened in April 2015. This year a further £0.5 million has been invested in a new milking parlour and specialist agriculture classroom with a re-design of the farm itself. A further investment of £100 000 will see an additional multi-purpose barn opening in October 2020. It is a delightful and special place to work with young people and we are now the most over-subscribed school locally.

The four corner stones of the Brymore experience are the farm, gardens, workshops and sport - plus, of course, the fact that it is a boarding school. Brymore has excellent facilities. It has a 90 acre farm including its own dairy herd, beef, pigs, sheep and chickens. It has extensive horticultural facilities including a one acre walled garden, glasshouses and each boy has access to his own plot. We have three workshops, a forge and a CAD/CAM room so that boys can work with a variety of materials. Boys enjoy a wide range of sports including the traditional rugby, hockey, cricket and athletics. They also have access to an outdoor pool and mountain bike track both within the school grounds.

There are currently over 320 boys on roll, as of September 2020 and 130 of these are boarders. However, even the out-boarders board when on a "duty" week. (This involves milking or feeding at 6.30 am, then School, then duties again at 4.00 pm). All the boys help on the farm and in the gardens. Many of the boys come from a land-based background. As a State Boarding School parents pay modest boarding fees and the state pays for the education. Our half terms are kept short (six weeks maximum) to ensure that boarders – and staff - get adequate rest and time at home. From September 2018, we have moved from a six to a five-day week, with lessons taught on a Monday to Friday, with six Saturdays a year, for 'special' events such as the Harvest Festival. Teaching time is concentrated over 34 weeks, giving eighteen weeks holiday a year, in line with many independent schools. This pattern of short, focused terms, with longer holidays works well for families.

The pastoral system at Brymore comprises three houses, Galsworthy, Taylor and Walker. Each has a Head of House and tutors who lead vertical tutor groups. The rewards system is well established and is of great importance to the ethos of the school. We have an assembly three days a week, with two tutorials and the Monday gathering is chiefly given over to the embodiment of the reward system. Certificates and awards are presented along with sports results and items of good news. Each term

the results of inter-house fixtures are added to merits, commendations, attendance and other data to produce the result for the FOBSA Trophy (Friends of Brymore School Association). Through this and other means, we actively seek to reward each boy for their endeavour and skill. We do not give rewards for the sake of it, but the system is remarkably good at finding something to celebrate in each boy.

Brymore is also about student development as well as academic success, so the context is one of encouraging the best in boys who frequently, have not thought of themselves as successful at school. We change that by finding out what they are good at, by building self-esteem and confidence and by encouraging them to live by our own three Rs - Resilience, Resourcefulness and Responsibility. We expect boys to be polite, courteous, to be able to hold a conversation and to mix well with people they do not know.

At present there are three classes in each Year Group of approximately 70 students, giving class sizes of 20-25 boys. Most boys study Land based studies and Resistant Materials/Engineering at Key Stage 4. However, we will also allow boys to meet the requirements of the English Baccalaureate and to follow a more academic pathway should they wish. Results have traditionally been high in value added terms, with a number of departments performing in the top five in Somerset.

The school comprises of three boarding houses, each holding up to 50 students. Two staff are assigned to, and live in each house, with duty staff and Assistant Houseparents running activities and Prep in the evenings. A senior member of staff is always on call, including overnight. The Head of Boarding oversees the school's boarding facility. Many activities are run in the evenings, so that boys are occupied at all times. Friday afternoons are taken up with activities, including rugby, hockey, farm, gardens, mountain biking and hill walking. Many boys go home on Friday evening, usually leaving a maximum of 30 boys who remain in at the weekend, before all boys return Sunday night/Monday morning.

The School underwent a complete change in Senior Leadership Team seven years ago and has made significant changes to improve the attainment of the boys. The focus is very much on raising achievement and we are proud of the consistently high value added scores produced by the boys. In 2018 Ofsted rated the school as 'good' in all areas and highlighted leadership as a strength, in recognition of the rapid progress and pace of change and the sustained strong ethos of the school. Results at the academy have improved exponentially, with good data and in many areas, outstanding achievement. Meanwhile, the support of parents is exceptional, with 92% recommending the school in a recent Ofsted survey. As a member of staff you will get to know parents well through many of our functions held throughout the years such as the Harvest festival service, Christmas carol service, sports day and swimming gala.

Brymore Academy and Bridgwater and Taunton College Trust

Brymore converted to an Academy in September 2013. This formed part of our drive to continually improve the future of the school, which opened in 1952 as one of the first 'Technical Schools' in the country. Our aim is to be a centre of excellence, both vocationally and academically, building on the legacy of the past, whilst delivering the innovative education of the future.

Brymore is part of the Bridgwater and Taunton College Trust which consists of a group of schools, both primary and secondary, sponsored by Bridgwater College, who are working together to maximise student achievement and opportunity. The Bridgwater and Taunton College Trust plays a key role in challenging and supporting each Academy and consists of Bridgwater College Academy, Hamp Academy, Otterhampton Primary School, West Somerset College, Stanchester Academy and Maiden Beech School. It provides financial stability, direction and accountability, whilst enabling Brymore to play to its strengths. Our emphasis on traditional values and the development of resilience, resourcefulness and responsibility continues to be at the heart of all that we do. At the same time, the Academy structure provides us with an opportunity to work in partnership with Bridgwater College

and other schools, share resources and expertise and strive to get the best for all our boys. The School and College already have a working relationship and the Trust is enhancing the synergy between them. The distance between the School and the Cannington Centre means that there is huge potential to ensure best use of all resources. The College can provide support to develop teaching and learning, extend curriculum opportunities for the students and build partnerships for staff development.

Academy status gives Brymore the freedom to be innovative and creative with the curriculum, timetabling, staffing and governance. It is an exciting opportunity to build on recent successes and create an inspirational school that will transform learning, extend opportunity and raise expectations. We have the freedom to focus teaching and resources where improvements are really needed. Thus, we set the highest aspirations for student achievement providing a curriculum that is challenging, relevant, innovative and sufficiently flexible to engage pupils of all abilities. The Academy is responsible to the Academy Trust which ultimately answers to the Secretary of State for Education. The Trust provides a structural solution that helps to build capacity, providing opportunities for both staff and students. It is building on the improvements already made by strengthening governance, broadening leadership and management and providing a framework for long-term support.

Together we aim to build a Centre of Excellence, specialising in academic achievement, innovative technology and Land Based Studies.

December 2020

Dear Applicant

Thank you for your interest in the position of Pastoral Manager (Boarding) at Brymore Academy. It really is a fantastic and unique place to work and I hope having read all of the information, and maybe visited us, you will feel it is the right school for you. If not, then I wish you luck in any future applications.

Brymore has consistently delivered high value added/progress results for the past eight years and I genuinely believe it has the potential to thrive and become one of the most successful academies in the country. The boys themselves make the Academy what it is, and you will find them polite, well-mannered and motivated to do well. I am also lucky to have loyal and hard-working staff. The governors and trustees have a wealth of experience and play an exceptionally active and supportive role within the Academy. The grounds, new teaching block and boarding accommodation, 90 acre farm, one acre walled garden, workshops, forge, outdoor pool and the excellent views of the Quantocks are all added bonuses.

I took over as Headteacher at Brymore in 2010, following the retirement of Malcolm Lloyd who had been at the school for seven years. He was responsible for £6 million worth of development, creating excellent facilities. In September 2011 I was able to appoint virtually a brand new leadership team, who embraced the challenge of transforming the school with vigour and enthusiasm. Vicky Davis is the Deputy Headteacher, in charge of teaching and learning/ curriculum; Luke Winter is the Deputy Head for Pastoral Care. Rob Watts joined the school in April 2012 and is Head of Boarding. Staff describe the 'buzz' of Brymore, the sense that we are moving forward and building our own future. In the last eight years the school has moved from the 96th percentile for pupil progress to the top 15% of schools nationally. English consistently has the best progress in Somerset and has regularly been in the top 5% of schools nationally, with Maths also having been in the top 5%. Results in Agriculture, Technology, Science, Engineering and Horticulture have also been outstanding.

In September 2014, the academy admitted Year 7 boys for the first time, reaching our capacity in September 2015. In fact, we are now heavily oversubscribed, with four applicants for every place. This is a unique opportunity to join a successful team of staff with a proven track record of school improvement. I am looking for people with drive and determination, who demand high standards from themselves and others and who share my vision that there is no ceiling to the success that the boys at Brymore can achieve.

The main purpose of the Pastoral Manager role is to support and guide both boys and other boarding staff with the implementation and coordination of all aspects of pastoral support, including both day to day specific support and long term strategic planning. The Pastoral manager is responsible for ensuring all boys are able to access specific support and guidance for all aspects of SEMH development and specific social skills development dependent upon the individual needs of boys and or the boarding house requirements. No one day is the same working within a boarding house, and this is one of the main reasons the role requires someone who is both flexible and able to adapt to the individual needs of boys on a day to day basis. A strategic and personable approach is key, with the ability to spend time with boys in a social environment getting to know them and being comfortable in their company individually and as part of larger group work, being combined with ensuring all key documentation and associated paper work is accurate and up to date.

2
December 2020

It is a chance to have a significant impact and a strong voice in driving a successful future at Brymore.

A full job description is enclosed with the pack.

If you wish to apply for this exciting post then please complete the application form, accompanied by a letter of application. The closing date for applications is 3pm on Monday 18th January 2021 and interviews will take place week beginning Monday 25th January 2021.

Should you wish to visit the school at any time then please contact Mrs Julie Vearncombe at the School who can arrange a visit however please note the office is closed for part of the school holidays. Should you wish to discuss this post further, you can contact myself on 07730218898 or Rob Watts (Head of Boarding) on 07912180117 or rwatts1@educ.somerset.gov.uk

Yours sincerely

A handwritten signature in black ink, appearing to read 'M Thomas', with a period at the end.

MARK THOMAS
Headteacher



JOB DESCRIPTION

Post: Pastoral Manager (Boarding)

Responsible to: Head of Boarding

Line Managed by: Head of Boarding

The success of the Brymore Academy will be underpinned by two fundamental tenets:

Students come first: First and foremost, the role of the Academy is to enable students to achieve their potential, and it is this assumption that drives the culture and activity of the Academy. It also drives the Academy's recruitment and personnel strategies. It is assumed that anyone who joins or forms part of the Academy shares this philosophy.

All staff employed at the Academy are team players: Whilst every member of staff has a specific role to fulfil, their ability to do this successfully will depend to a large degree on their ability to cooperate with others, to lead by example if they are operating in a management capacity, and to support colleagues in whatever way is appropriate, and in their turn to seek support when this is necessary to enable them to fulfil their role. The extent to which individuals can work with others is seen as a critical determinant in their appointment to the Academy. In all appointments we make it clear that we are looking for energy, passion, innovation and cooperation, as well as behaviour that will promote a positive image for the Academy in its wider community.

PERSONAL PROFILE

The success of the Brymore Academy rests on a very strongly felt and shared set of values which determine its strategic direction. It is absolutely crucial that the post holder shares our values of student centredness, equality of opportunity and parity of esteem for staff and students. S/he must enjoy working within the team philosophy. This post is not about building empires. It is about espousing and promoting corporateness. Like any other post in the Academy, it is about valuing people, working in partnership with others and supporting individual progression and achievement. Crucially post holder must have a commitment to comprehensive education and training. S/he will believe passionately in the entitlement of individuals of all ages to learning.

Key Tasks

Pastoral Manager Specific responsibilities

- Establish referral procedures and criteria for pastoral support. Specify clearly cases that require highest and or immediate priority.
- To have lead responsibility for identifying pupils needing pastoral support and for providing comprehensive assessments of their personal, social and emotional needs.
- To manage and be responsible for a caseload of individual pupils including those with complex and challenging needs. Innovate and deliver effective, alternative programs to raise motivation, aspirations and develop positive behaviours. Review support and progress with the pupils.
- Act as key focal point for pupils needing additional care, guidance and support and those going through complex key transition stages in their lives e.g. family break up, loss, bereavement, friendships and illness.
- Develop and implement individual plans that challenge inappropriate behaviour, build positive self image, enhance educational achievement and reduce the likelihood of exclusion and early antisocial behaviour.
- Be responsible for clear communication with teachers, support staff, families and professionals
- To monitor behavior, emotional and social issues within all year groups and make positive interventions when necessary.
- To create and implement behavior plans and monitor their success.
- To support students in boarding houses who are experiencing social and emotional difficulties.
- To provide support to students in integration issues within their wider social environment
- To be accountable for implementation of a positive ethos within all boarding houses and promote a positive behavior code for students.
- To work to raise the self esteem of all students in all year groups, where appropriate organizing social intervention groups to raise the self esteem of the most vulnerable students at the school.
- To act as a key worker for students as and when appropriate.
- To provide clear guiding principals and strategies for school boarding staff in order to manage students behavior and to minimize opportunities for poor behavior during social time.
- To review, create and implement (with Governor's approval) improved school and pastoral policies
- To drive forward innovation within the boarding team
- To identify and adopt best practice across the school in all areas of pastoral care
- All parental correspondence that is not possible during normal working hours

- To attend all end of term/half term functions including Leavers service, Open Day, Harvest Festival/Cross country, Christmas Carol Service, Sports finals, Sport day, Swimming gala and both induction days and evenings for new year 7s

General & when covering House Parent Duties

- To be responsible for the care, welfare and support of all students within the boarding houses
- With the assistance of Matron assist with the care of boys who require medical assistance.
- To take an active role in ensuring that students have a full, stimulating and regular programme of activities
- To prepare and supervise prep each evening for all students and offer assistance and support to students experiencing difficulties. Where necessary offer additional assistance outside of prep hours (particularly exam revision periods)
- Act in a parental role; as a disciplinarian; an intermediary for students disputes; deal with incidents; ensure order in the boarding house, prep room and at meal times; act as a confidant and also a spokesperson. Ensure individual attention to students is forthcoming, especially dealing with homesickness or family issues
- To instruct and communicate with students regularly on the day's issues, forthcoming events, reminders and matters relating to School and the boarding house
- To be available to parents, especially at arrival and departure times. To provide a warm welcome and hospitality at these times
- To maintain regular contact with parents where necessary
- To liaise effectively and fully with Head of Boarding and Director of Boarding over any problems, concerns or issues arising
- To ensure that individual circumstances, needs, strengths and the areas of development of each boarder are identified and known by staff, so that the individual opportunities, talents and potential are developed and maximised
- To be completely familiar with all standards, regulations and rules governing the pastoral supervision of students resident at Brymore (Ofsted/Fire/Health & Safety/Safeguarding/LA/ National Minimum Standards, all school and School policies).
- To ensure that boarding and school policies are consistently adhered to by all boarding staff and students.
- To attend where appropriate meetings with parents, schools, visitors, services and with other members of staff to liaise on important issues
- To disseminate all relevant information relating to child welfare to the Head of Boarding and Director of Boarding or Assistant Headteacher responsible for safeguarding
- To ensure there is an appropriate level and culture of confidentiality within the boarding house and between the staff, working closely with Director of Boarding, and Senior Lead Team at School
- To work within professional boundaries with children and young people and to communicate effectively whilst in the vicinity of students
- To attend appropriate training sessions for the purposes of maintaining quality, safe practice in the boarding environment, to understand the needs and legal obligations of boarding schools, and for potentially developing new working practices. To appreciate that these training sessions may need to take place on rare occasion out of term time or duty time

- To oblige where possible with any other duties as might reasonably be requested by the Director of Boarding or Senior Leadership Team

Other Requirements

- Responsible for the health and safety and welfare of themselves and others.
- To be responsible for the safeguarding and promotion of the welfare of children.
- To be a team player and contribute within your own capabilities towards the Trust vision
- To attend mandatory training courses, e.g., related to child protection
- The post-holder may from time to time be required to carry out other duties commensurate with the role

Key Performance Indicators

- To ensure over 90% of students report that the boarding house is a happy, caring and supportive place to live and work
- To contribute to boarding at Brymore being graded at least good by internal or external inspections including Ofsted

PERSON SPECIFICATION – Boarding Pastoral Manager

Factors	Essential	Desirable	How identified
Qualifications	<ul style="list-style-type: none"> ▪ Holds relevant professional qualification in education, youth or social work at Specialist/Advance level ▪ Has a thorough understanding of child protection legislation and trained in child protection issues ▪ Good working knowledge and understanding of IT and ability to use word-processing, spreadsheet, Sim's and database software. 	<ul style="list-style-type: none"> ▪ Behavior management leadership training ▪ Has attended a range of relevant specialist training courses to develop own knowledge of issues affecting young people and best practice in the management of these issues. ▪ Holds First aid at work qualification or willingness to undergo first aid training. ▪ Holds qualification to drive a minibus or willingness to undergo minibus training. (Desirable) 	<p>Application form Verification and demonstration of knowledge at interview</p>
Professional Experience/ Knowledge and Skills	<ul style="list-style-type: none"> ▪ Demonstrable experience of working with young people and families ▪ Experience of working in a school setting ▪ Experience of leadership working with young people in a pastoral role 	<ul style="list-style-type: none"> ▪ Experience of leading the implementation of a new initiative, from producing action plans to evaluation of impact. ▪ Experience of working in a multi-agency setting 	<p>Application form Selection procedure Interview questions Performance in selection methods Interview by demonstration of ability to display knowledge and skills</p>

	<ul style="list-style-type: none"> ▪ Ability to hold others to account and challenge under-performance ▪ An understanding of the specialist support services available to young people in Somerset Ability to communicate with young people, both individually and in a group setting. ▪ Ability to motivate and engage young people to address the difficulties they are experiencing at home/school that affect their ability/willingness to learn / interact with others. ▪ Able to gather information and produce reports ▪ Good planning and organizational skills and a flexible approach to the management of work. ▪ Excellent communication skills both written and oral and the ability to communicate effectively with staff and students. 	<ul style="list-style-type: none"> ▪ Proven specialist experience of promoting social integration for SEN children ▪ Experience of trouble shooting school-wide pastoral issues in a high profile setting ▪ Experience of working within a boarding school setting. ▪ Ability to assess the needs of young people and their families and to work with other agencies to formulate and deliver packages of support. ▪ Able to build constructive relationships with parents and careers ▪ Counselling skills 	References
Personal Qualities	<ul style="list-style-type: none"> ▪ Ability to work as part of a team and on own initiative and with resilience. ▪ Self motivating with the ability to multi-task ▪ Willing and able to deal with disruptive or disenfranchised pupils ▪ Good interpersonal skills, and the ability to enthuse and motivate others. 	<ul style="list-style-type: none"> ▪ Sense of humour 	Application form Selection procedure References Interview Performance in related selection exercises

	<ul style="list-style-type: none"> ▪ Flexible and adaptable, able to work evenings and some weekends when required. 		
Commitment	<ul style="list-style-type: none"> • Commitment to promoting the raising of standards • Commitment to school and its links with the wider community • Commitment to equality of opportunity and inclusion • Willingness to contribute to extra-curricular activities 		Application form Selection procedure References Interview Performance in related selection exercises



BRYMORE ACADEMY

Terms and Conditions

Conditions of Service

Full conditions of employment are set out in a Statement of Terms and Conditions of Employment which will be issued to the successful candidates.

Fitness for Employment

The successful candidate will be required to complete a medical questionnaire which may result in a check by the Occupational Health Physician. A criminal record check is also required via the disclosure procedure.

Salary

Salary is paid on the last working day of each month. Starting salary will rise with annual incremental progression to the top of the scale.

Equal Opportunities

Brymore Academy is committed to the promotion of equal opportunities and is dedicated to non discriminatory policies and practices and to eliminate unfair discrimination on any basis. Therefore, no candidates will be discriminated against on the grounds of age, gender, marital status, racial origin, disability, sexual origin or religious or political beliefs.

Safer Recruitment

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and visitors to share this commitment. This post requires a criminal record check via the disclosure procedure.

Criminal Record Check

The Rehabilitation of Offenders Act 1974 gives individuals the right not to disclose details of certain old offences when asked about their criminal record as they may be defined as 'spent'.

Applications

Applicants for the post need to write a letter of application and complete an application form and return to:
BCTRecruitment@educ.somerset.gov.uk.

by 3pm on Monday 18th January 2021