

Group Member:		Leeds City College	
Job Title:		Pastoral Leader- Travel, Food and Drink	
Reports to:		Program Manager- PDBA	
Job Grade	T3	Department	TFD

ROLE SUMMARY:

The School of Travel, Food and Drink is seeking to appoint a highly motivated, enthusiastic and learner-focused Pastoral Leader to join our successful and high-performing team.

This newly created role has been established to strengthen the pastoral support available across the school and further enhance the experience, wellbeing and success of our large and diverse learner cohort. As a key member of the team, you will play a central role in ensuring every learner receives the guidance, support and encouragement they need to thrive both personally and academically.

Working at the forefront of our pastoral provision, you will lead the Pastoral Team in delivering an outstanding learner experience. You will ensure learners receive timely and effective support with wellbeing, safeguarding, financial support, personal development and any barriers that may impact their learning, creating an environment where every learner can achieve their full potential.

Leadership is fundamental to this role. You will provide clear direction and support to the pastoral team, ensuring that all statutory and College compliance requirements are met, pastoral processes are consistently applied, and learners receive a high-quality, responsive service throughout their journey.

A key priority of the role will be driving improvements in learner attendance. You will lead the department's attendance strategy, working collaboratively with curriculum leaders, teaching staff and support services to ensure attendance meets and exceeds the College target of 95%. Through proactive monitoring, early intervention and effective action planning, you will create a culture where excellent attendance is recognised as essential to learner success.

In addition, you will take strategic responsibility for attendance across Fundamental Skills and Skills Builder provision, ensuring robust monitoring, targeted interventions and consistent approaches are embedded across all learner groups.

This is an exciting opportunity for an inspirational leader who is passionate about learner success, committed to raising aspirations, and dedicated to delivering an exceptional pastoral experience that enables every learner to achieve, progress and succeed.

SPECIFIC ROLE RESPONSIBILITIES:

- Take ownership of attendance across the department, developing and implementing effective strategies to consistently improve attendance and ensure it meets and exceeds the College target of 95%.
- Role model outstanding safeguarding practice across the department, ensuring safeguarding procedures are consistently applied and understood by all staff.
- Teach across a range of **Fundamental Skills and Skills Builder lessons**, ensuring outstanding teaching, learning and assessment takes place and that learners are fully supported to make strong progress.

- Be a visible and present member of the pastoral team, providing day-to-day leadership, support and reassurance to staff and learners across the department.
- Lead on the monitoring, analysis and reporting of attendance data, using this information to identify trends, intervene early and improve learner engagement.
- Hold regular meetings with Maths, English and vocational teams to ensure a consistent and coherent learner journey across all areas of their timetable.
- Lead on the consistent implementation of behaviour policies, ensuring high standards are maintained across all learning environments and that expectations are applied fairly and consistently.
- Develop and embed proactive attendance improvement strategies, working closely with curriculum teams, tutors and support services to remove barriers to attendance.
- Attend all Pastoral Lead meetings, actively contributing to the wider Printworks PDBA team and ensuring consistency of practice and shared best practice across the provision.
- Work with teachers, support staff and senior leaders to create and maintain a positive and purposeful learning environment that supports high levels of engagement and success.
- Provide leadership for attendance processes relating to **Fundamental Skills** and **Skills Builder** provision, ensuring consistent approaches across all learner groups.
- Develop and support an effective enrichment programme that enhances the learner experience and contributes to personal development, behaviour and attitudes outcomes.
- Hold regular team meetings with the pastoral team to effectively communicate priorities, share updates, ensure consistency of practice, and support continuous improvement across the department.
- Contribute to the continuous improvement of pastoral systems, processes and interventions to ensure high-quality learner support across the department.

CORE RESPONSIBILITIES:

1. Deliver and assess essential social, emotional aspects of learning to understanding learner dispositions and growth
2. Plan, prepare and develop programmes to support social & emotional growth for learners
3. Help to ensure all team members maintain and update knowledge of PHSE
4. Motivate and inspire students to achieve targets and develop their skills to enable progression.
5. Reflect on what works best in teaching and learning to meet the diverse needs of students and engage in scholarly activity.
6. Develop and adapt PHSE delivery with the department team to maximise its effectiveness and efficiency
7. Be responsible for recording student WEX progress
8. Develop and employ effective assessment activities for emotional literacy and ensure progress is assessed with constructive and timely feedback provided that motivates and inspires students to improve and achieve.
9. Market courses and provide high quality IAG (including full participation in open days, transition activity, enrolment and induction).
10. Complete a course level self-assessment report and maintain the course quality improvement plan.
11. Carry out internal verification/moderation

GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.

- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody the Group's Values:

Kindness

Creating communities where people can be authentic and true to themselves with support, trust and guidance from those around them

Ownership

Using our robust business planning model to allow areas to have clear ownership over their vision and performance

Enjoyment

Fostering environments that enable staff and students to be brave, interact and have fun

Collaborative

Proactively seeking opportunities to create synergies and positive outcomes for all

Passion

Encouraging all to have aspiration and passion in everything they do.

Creative

Always hungry to learn and looking ahead so we can be responsive

Job Title:	Pastoral Leader
Department	

The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation,
C= Certificate, MT = Micro Teach

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Q1. Holds a level 3 qualification in relevant area and willing to progress to level 4/5	A / C
E	Q2. Experience of developing PHSE within a pastoral role in FE sector	A / C
E	Q3. English and Maths at Level 2 or above and a willingness to improve in one or both disciplines to level 3 or above	A / C
E	Q4. Relevant up to date subject knowledge and recent delivery in the Further Education or school sector.	A / I / P

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Relevant experience, knowledge and skills to enable delivery of a range of pastoral initiatives for 16 – 18-year-olds	A / I
E	EK2. Experience of positively managing student and group progression, advice and guidance in a school or Further Education setting	A / I
E	EK3. Experience of managing safeguarding caseloads and working with agencies	A / I /
D	EK4: Experience of line managing staff to ensure that learners achieve outstanding outcomes	
E	EK5. Substantial experience of developing emotional and behavioural learning materials for groups of learners	A / I
E	EK6. Proven commitment to continuous professional development	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Ability to develop and deliver strategies to improve retention, achievement, success and attendance rates for groups of learners	A / I
D	SC2. Ability to plan and deliver quality PSHE experiences across identified cohorts	A / I
E	SC3. Ability to work as a pro-active and supportive member of a team, with skills to lead pastoral (PDBA) or Student Relation Officers (SRO)	A / I
E	SC4. Ability to inspire and motivate learners to achieve their best	A / I
E	SC5. Exceptional verbal /written communication and interpersonal skills	A / I

E	SC6. Ability to provide productive insight into the review process and development of identified courses	A / I
D	SC7. Develop enrichment programmes to engage and support learner's holistic development & growth	
E	SC7. IT literate including knowledge of word processing, spreadsheets and databases i.e. Microsoft Word, Access and Excel and Google platforms	A / I / T

Behavioural, Values and Ethos		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	B1. Support and promotion of equality, diversity and inclusion	A/I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I