

Group Member:		Keighley College	
Job Title:		Pastoral Leader – Study Programmes	
Reports to:		Deputy Head of Department	
Job Grade	T3	Department	Study Programmes

ROLE SUMMARY:

Keighley College provides a diverse range of study programmes and opportunities for learners aged 16-19 who are looking to build careers across a variety of sectors.

We are seeking a dedicated and compassionate **Pastoral Leader** to join our team and play a key role in supporting the personal development, welfare, and well-being of our students. You will work closely with students, staff, and families to remove barriers to learning, foster positive behaviour, and help ensure that every student feels safe, valued, and able to succeed.

This is an excellent opportunity for someone with a genuine commitment to making a difference in young people's lives and to contribute to the inclusive and caring ethos of our provision.

SPECIFIC ROLE RESPONSIBILITIES:

1. Lead a team of PDBA mentors or student relation officers promoting high standards of attendance, behaviour, and engagement.
2. Lead the Student Centre ensuring that there is multiagency approach to learner development
3. Provide support and guidance to students experiencing social, emotional, or behavioural difficulties.
4. Monitor and improve student attendance and punctuality, working with families and external agencies where necessary including those looked after and in care
5. Support the implementation of the college's behaviour and inclusion policies.
6. Work with teachers, support staff, and senior leaders to create and maintain a positive learning environment through developing an effective enrichment programme
7. Contribute to safeguarding and child protection processes, maintaining accurate records and ensuring concerns are addressed promptly.
8. Organise mentoring sessions, and activities that promote personal development and well-being.
9. Promote college wide EDI through enrichment

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	Study Programmes

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 is 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