



**MATTHEW MOSS
HIGH SCHOOL**
Learning for Life



**Watergrove
Trust**
Providing more

Assistant Head of Family

Closing Date:

Sunday 8th March 2026 at
11.59pm

Interview Date

W/C Monday 9th March 2026



**Watergrove
Trust**

Matthew Moss High School, Marland, Rochdale, OL11 3LU
admin@mmhs.co.uk / 01706 632910 / mmhs.co.uk



Welcome to Matthew Moss High School

Thank you for your interest in the post of Assistant Head of Family at Matthew Moss High School. In this pack, you will find information about our school ethos, CPD opportunities and the wider pastoral team.

Matthew Moss High School is an inclusive school, where all members of our community are treated with respect. We invite our learners into the adult space where they have access to the full range of subjects and learning opportunities.

We are proud of our diverse and cohesive community, where relationships are at the heart of school. In our latest Ofsted report (April 2024) Inspectors noted that: *"Pupils at Matthew Moss High School feel safe and happy"*. The report also highlighted that: *"Pupils build strong relationships with staff, and they have adults who they can speak to in school if they have any worries"*, and that *"Staff feel well supported with their workload and well-being"*.

Matthew Moss High School is located in the Castleton area of Rochdale. Matthew Moss High School is a "Good" school (Ofsted 2024) and is over-subscribed. There are 1220 learners on roll, including a Hearing Impaired Base and a partnership with Redwood School.

At Matthew Moss High School we believe in three things:

- Respect everyone and fear no-one;
- Everything starts with the learner;
- Thoughtful hard work shifts anything.

At the centre of our curriculum and pastoral care is our CHANGE ethos.

Composure

High Standards

Agency

Numeracy and Literacy

Growth Mindset

Empathy

In Year 7, learners receive a dedicated CHANGE curriculum, which instils the values and ethos to which school would like staff and learners to aspire to. Moving forward, we are working to embed CHANGE throughout the life of school, so that learners are able to 'Engage CHANGE' and be active citizens in the world around them.

Matthew Moss High School is part of the Watergrove Trust and the successful candidate will enjoy exceptional self-development. All staff currently receive an individual CPD programme and new staff receive training in Transactional Analysis, which forms the basis of our Behaviour and Relationship Policy. If you are new to the profession you will receive excellent support from your Induction and Trainee mentor through our Early Careers Framework offer. All staff new to school will receive excellent induction and access to our wider CPD programme, to allow you to develop as an outstanding practitioner, with a range of future opportunities available within our growing school and Trust.

At Matthew Moss High School, every member of our community has the opportunity to flourish.

If you have any further questions or would like to visit school please contact our People Team at: hr@mmhs.co.uk.

I look forward to meeting you.

A handwritten signature in black ink, appearing to be 'CLR' or similar, written in a cursive style.

Ms Charlotte Leach-Rogers
Headteacher



Organisation:	Watergrove Trust
Section:	Pastoral
Location:	Matthew Moss High School
Job Title:	Assistant Head of Family
Hours:	36.25hrs Term Time Only + 2 weeks
Grade:	Grade 6 (pt 19-22) FTE £32,062 - £33,699 Actual £28,530 - £29,987
Accountable to:	Head of Family
Accountable for:	N/A
Special Conditions of Service:	All posts require enhanced DBS clearance prior to appointment. • The Postholder may be required to attend evening and weekend meetings. • The School operates a Smoke Free Policy for all its employees and applies to any building and associated grounds within the immediate vicinity of the school. • Annual Leave – Term Time Only + 2 weeks – this post is employed on a Term Time Only + 2 weeks basis and therefore all staff are required to be in school during school term. There is no further annual leave. • The ability to converse at ease with customers and service users and provide advice in accurate spoken English.

Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Organisational Chart:

HEADTEACHER
Deputy Headteacher (Pastoral)
Assistant Headteacher (Pastoral)
Head of Family
Assistant Head of Family

Purpose and objectives of the job

To work closely with the Head of Family to monitor and evaluate student progress, via tutors and teaching staff, in order to promote pupil achievement and make a measurable contribution to the cohort/whole school targets.

To work with the Head of Family in the day to day management of the cohort and tutor team: - Attendance and punctuality - Behaviour management - Liaison with outside agencies - Student Voice activities

Co-ordinate interventions for students Health and Well-being

To work closely with the Pastoral team to maximise the opportunities and achievement of vulnerable pupils.

To ensure students/Parents understand and implement the key aspects of the school ethos, including the school's behaviour, inclusion and safeguarding policy.

To maintain records and provide feedback for and about students in a way that recognises best practice, supports their progress against their targets and has a measurable impact upon learning.

Promoting behaviour for learning and identifying any barriers to each student's learning in order to target support from school resources by working with the wider Pastoral team.

Key Duties and Responsibilities

To ensure all tutors understand and are actively implementing school policies including; behaviour, attendance, uniform/equipment, form time programme and safeguarding

To fully support the Head of Family, Second in Family and wider school in developing and maintaining CHANGE standards in behaviour and learning across school.

To maintain a disciplined, calm and productive learning environment around school, through the running of the school day.

To meet with the Head of Family regularly.

To attend Family team meetings and lead Family Team meetings in the absence of the Head of Family

Settle students into the Managed Removal ensuring they complete their reflection.

To coordinate attendance and punctuality across the Family group to raise attendance by working closely with the Head of Family and Pastoral Officer.

Work with tutors, students, parents and the attendance team ensuring accurate information about student's attendance and punctuality.

To inform parents quickly on concerns regarding progress with learning or behaviour reported through the use of data.

To have an overview of all the different pastoral needs and support of students across the Family e.g. Teaching Assistant's, Mentors, SENCo, external agencies

To ensure that all behaviour concerns are dealt with effectively and in line with school policy.

Attend reintegration meetings under the direction of the Head of Family.

To organise and lead on meetings with parents, regarding students causing concern and work in partnership with them to support young pupils.

To coordinate and monitor students on report cards/PSP.

To be a First Aider.

To support the whole school On Call and Medical On-call system for students in their year group.

To assist with Transition from KS2 to KS5.

To organise and lead the summer school which is the first week of the summer holidays. To ensure that the learners identified on Transition as needing extra support are given the opportunity to attend school. To lead, deliver a programme of activities to get learners secondary school ready.

Additional Duties

1. To attend whole school morning briefings
2. To attend Parents' Evenings and other events for their year group/s outside working hours
3. To attend full staff meetings
4. To support with external visits / educational visits from the school site to support the learners at the school.

Other Specific Duties

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The post holder will be required to demonstrate a continual positive commitment to the school's policies including those relating to safeguarding children, health & safety, and equal opportunities.

This job description is current at the date shown, but in consultation with you, may be changed by the head teacher to reflect or anticipate changes to the job commensurate with the grade and job title.

Job Description prepared by: _____Charlotte Longthorne_____ Date: __23/02/2026__

Agreed by Postholder: _____ Date: _____

Academy :	Matthew Moss High School	Post:	Assistant Head of Family
Section :	Associate Staff	Scale:	Grade 6 (pt 19-22)

Note to Applicants:

Essential Criteria (E) are the qualifications, experience, skills or knowledge that you **MUST SHOW YOU HAVE** to be considered for the job.

There are a range of methods by which this information can be obtained. The 'How Identified' column illustrates how the Trust will obtain the necessary information about you.

For example: Where (AF) is indicated next to an Essential Criteria you **MUST** include details relating to this aspect in your Application Form. You must include examples from both paid or voluntary work. Do not leave gaps in employment.

Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff to share this commitment.

Criteria	Essential (E) or Desirable (D)	How Identified: AF Application Form I Interview C Check certificates A Assessment
Qualifications		
To possess GCSE English and Mathematics at Grade A*-C, or an alternative Level 2 qualification in Literacy and Numeracy	E	AF, C, I
To possess a relevant NVQ Level 3 for Teaching Assistants, or have an equivalent qualification or experience	D	AF, C, I
Trained in relevant learning strategies and/or a particular learning or curriculum area	E	AF, I
Professional Experience		
Experience of working with children at a relevant age and/or learning need within an education setting	E	AF, I
Experience of planning, delivering and evaluating teaching and learning activities effectively	E	AF, I
Experience of differentiating activities and selecting and developing resources to meet individual's learning needs or group learning programmes	E	AF, I
Experience of working effectively within a team environment and building effective working relationships with pupils and colleagues	E	AF, I

Experience of working within a schools ethos and supporting the aims of the school	E	AF, I
Experience of providing clerical/administrative support	E	AF, I
Experience of effectively using ICT technology to advance learning, eg: computer, photocopier, interactive whiteboard	E	AF, I
Professional Knowledge & Understanding		
Understanding and working knowledge of principles of child development learning styles and independent learning	E	AF, I
Understanding and working knowledge of national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc	E	AF, I
Full working knowledge of relevant policies/codes of practice/legislation	E	AF, I
Working knowledge of how statutory and non statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support	E	AF, I
Knowledge of the school and its setting/community	E	AF, I
Professional Skills & Abilities		
Interpersonal skills and the ability to communicate effectively and sensitively with children, young people and colleagues	E	AF, I
Ability and commitment to work collaboratively and cooperatively with colleagues	E	AF, I
The ability to organise and manage learning activities in ways which keep children safe	E	AF, I
The ability to promote a positive ethos, actively encourage and motivate children to advance their learning	E	AF, I
Creative skills and resourcefulness to develop and adapt learning activities to meet different objectives	E	AF, I
Able to demonstrate a commitment to improving own knowledge and practice	E	AF, I
Ability to work effectively and calmly under pressure to conflicting deadlines	E	AF, I
High level of ICT competence	E	AF, I
Able to maintain a safe, clean, orderly and productive working environment	E	AF, I
Research, Plan and Implement project work according to specified timescales	E	AF, I
Knowledge of Microsoft Operating Systems	E	AF, I
Knowledge of desktop applications such as Microsoft Office	E	AF, I

Personal Skills & Attitudes		
Motivated and keen to develop own knowledge and practice by participating in professional reviews and continuing personal development activities	E	AF, I
Committed to working within the schools policies and procedures and adhering to safe working practices	E	AF, I
Flexible in approach and able to meet the changing demands of the role	E	AF, I
Ability to attend meetings out of school hours	E	AF, I
Ability to provide personal care to pupils – for example assisting with dressing, toileting	E	AF, I
Values and Behaviours (ASPIRE)		
Approach the job at all times using the values and behaviours of the CHANGE ethos: C - Composure H - High Standards A - Agency N - Numeracy and Literacy G - Growth Mindset E - Empathy Please confirm you are willing to adhere to these values and behaviours.	E	AF/I
Special Working Conditions		
Good health and attendance	E	AF/I
Enhanced DBS clearance	E	AF/I
Undertake First Aid Training	E	AF/I
Good punctuality and timekeeping	E	AF/I