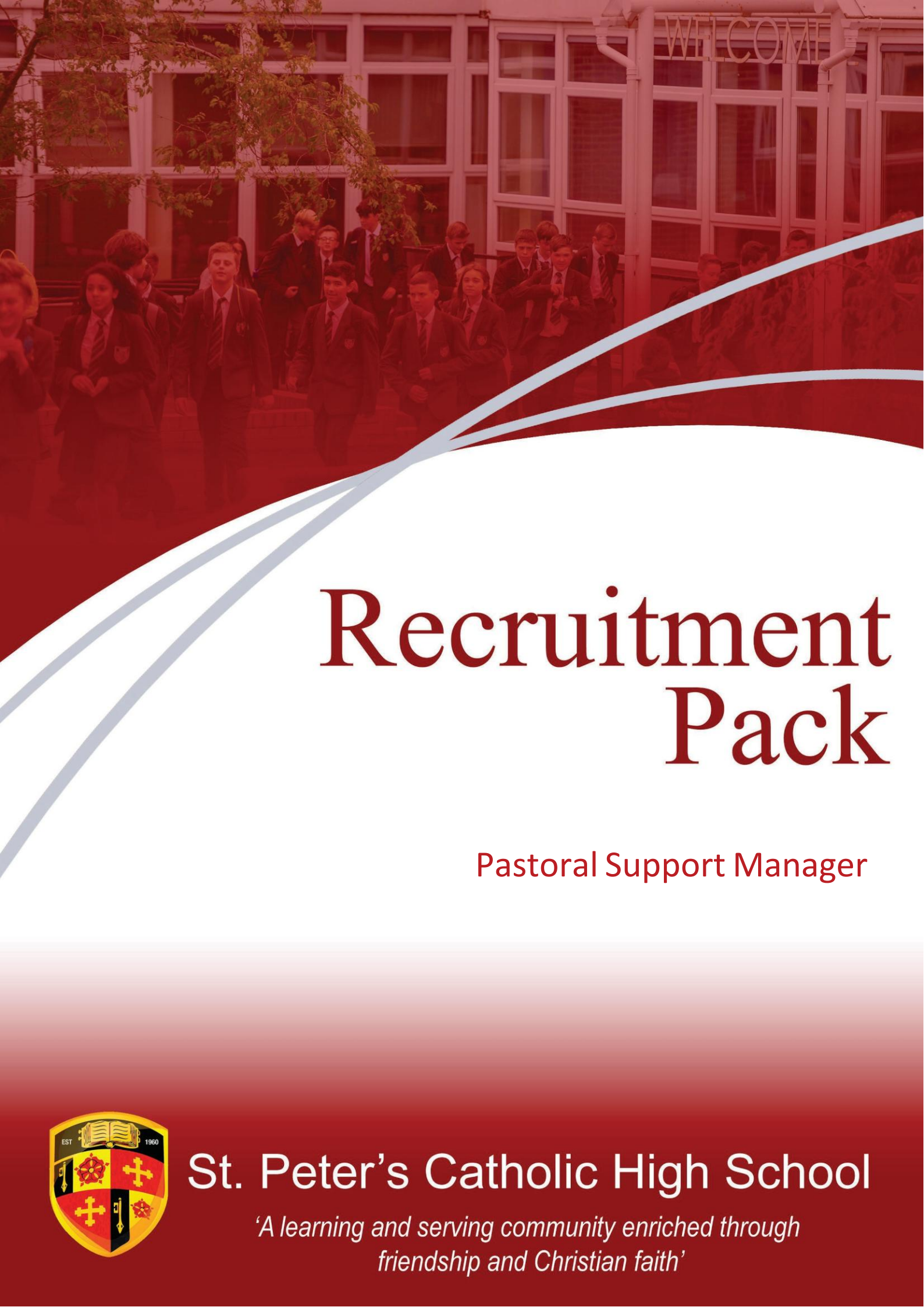




Recruitment Pack

Pastoral Support Manager



St. Peter's Catholic High School

*'A learning and serving community enriched through
friendship and Christian faith'*

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"A learning and serving community
enriched through friendship and Christian faith"



Headteacher's Welcome



Dear Applicant,

Thank you for your interest in this post at St. Peter's Catholic High School. I hope that the information in this pack provides you with a good sense of our school to form the basis on which to make an application.

I am sure that you will be impressed by what we have to offer as a friendly, supportive Christian community committed to high standards of Catholic Education.

I would also encourage you to look at the school's website for further information.

We welcome visits ahead of making an application – to arrange to visit school please contact Angela Shacklady - Headteacher's PA at ashacklady@saintpetershigh.wigan.sch.uk Please make this request with sufficient time before the deadline to make the necessary arrangements.

Governors are keen to appoint a talented, hardworking and committed candidate to join our strong staff team. Applications should be made on the CES application form which can be found using the link below:

[CES Support Staff Application Form](#)

This should be supported by your statement / letter of application of no more than 2 sides of A4. Please submit these to Chelsey Hibbert, HR Manager at hibbertc@saintpetershigh.wigan.sch.uk by the advertised deadline.

I very much look forward to reading your application and to recruiting the next member of the St. Peter's staff team.

Yours sincerely,

A handwritten signature in black ink, which appears to read 'A McGlown', is placed below the 'Yours sincerely,' text.

Mr. A. McGlown

Headteacher

About Our School

St. Peter's is a successful and oversubscribed 11-16 Catholic Secondary School of approximately 1040 pupils. We primarily serve the children of our partner parishes across a wide area in Wigan, Lancashire and St. Helens. We pride ourselves on living out our mission statement to be a 'Learning and serving community enriched through friendship and Christian faith.' We are committed to both high standards of learning and personal conduct and to being a warm inclusive school where every child can succeed.

The vast majority of our pupils achieve expected or above expected standards at the end of KS2 and this leads to challenging targets at GCSE level. Through our clear expectations and nurturing environment, we create a calm focused learning environment where teachers can teach and the needs of all of our pupils can be met.

The curriculum offered at St. Peter's is a wide and varied one with a very strong academic core and a diverse offer of arts, technical and practical courses. I would encourage you to explore this offer on the [school website](#).

Our staff team is a strong mix of very experienced and more recently qualified colleagues and they are very well supported at all levels by our Professional Development Programme. Staff wellbeing is at the heart of our philosophy and we have embraced a number of strategies to promote this including staff wellbeing cafes, wellbeing buddies and the opportunity to work from home where practicable. Staff Development is supported through an ambitious CPD offer and the St. Peter's 'Talent Ladder' of development opportunities.

Our Catholic ethos is at the centre of our school. We welcome colleagues from all faith backgrounds and none, who are happy to support and promote this ethos. Our pastoral system is designed to support the development of each young person to become the unique human being they are called to be. Our pupils are encouraged to be their true authentic selves and to respect difference of all kinds. Pupils at St. Peter's show a deep level of care and respect for each other and for the adults who support them.



Working at St Peter's

We strongly believe that St Peter's is a special place to work. However, rather than explain ourselves as to why we feel this is the case we have included comments taken from a variety of people;

Staff who have left us in recent years via our exit questionnaires.

A range of our current staff in different roles throughout school employed within the last three years.

Current staff who have been at the school for longer than 5 years.

Supply staff via agencies.

Comments taken from Staff Exit Questionnaires

"Anyone who has the opportunity to work at St Peter's in my opinion is extremely privileged. It is the kind of workplace that has a noticeable impact on your life in terms of your work-life balance, well-being, inner sense of positivity, and the desire to be the best you can be at whatever you are there to do. Working at St Peter's makes you happier. There is a sense of belonging and the staff and students carry this with them so much so that it is impossible not to be blown away by it. Everyone works together and has the same determination to do the best for the students in all aspects of their school life. I am so grateful I had this opportunity and wish all staff and students every success in the future".

"The overarching vision of trying to ensure a community where students are enriched through faith and friendship is something that is evident from the top down at St Peters. It is not just a mission statement, it is a way of life for the staff and students. There is an overwhelming feeling of being part of something amazing and the students benefit hugely from this and the way the staff convey it. The students are encouraged to think about themselves beyond the day to day and envisage their futures and what they can achieve if they put their minds to it and reach for their full potential. They get the absolute best education from teachers, whilst developing themselves as individuals who are grounded in strong moral values, kindness, and love for one another"

"SLT have fostered a culture whereby they are at the heart of what is really going to make a difference. From what I have seen they have open and honest conversations with staff about how school can develop, and they listen to what the staff and students have to say. Therefore, every action is linked to an outcome that helps both the school and students develop".



Working at St Peter's

We asked current staff who had recently joined us what they enjoy about St Peter's and what, if anything, makes us different from other schools that they have worked in?

From the moment I came for interview I have been made to feel very welcome at St Peter's. The atmosphere is so supportive and friendly from both staff and students. I know should I ever have any issues there are countless members of staff I could turn to for help and advice. I love that I have the opportunity and support to develop my skills further both in and out of the classroom.

(Main Scale Teacher)

I joined the teaching staff at St Peters in September 2019, and I have never looked back. I worked at my previous school for nearly 10 years and, understandably, it was a very difficult decision to leave, but absolutely the right one for my career. St Peter's has very high expectations of both students and staff and this enables optimal learning to occur. Our students feel very safe and secure, with respect being a quality that is highly promoted and a fundamental aspect of our Catholic community. There is a clear sense of purpose and the school nurtures this quality in our students. I love the sense of direction and determination our students and staff have to do well for themselves but also a wish to see their peers do well. The students and parents are invested in learning, the school has strong Christian values and we listen to each other's point of view intently. The SLT corridor is always open and I have had plenty of opportunities to improve my own professional development. I have been involved in the 'Promoting Excellence Middle Leadership' course, which has enabled me to reflect on my own leadership qualities.

It is a great pleasure to be involved in such an encouraging and welcoming environment.

(TLR Holder)

Without doubt, this is the loveliest school I have worked in since beginning my career in 1999.

From day one here, covering a maternity leave in MFL, I have been welcomed, supported, backed up, helped, and encouraged by both staff and pupils. The adults in this school are friendly and approachable, and that atmosphere runs throughout the building. It must be something subconsciously instilled by SLT. There is a strong Christian ethos of love and support, further strengthened by weekly chapel prayer meetings and regular wellbeing breaks at morning break and lunchtime, where staff are genuinely encouraged to pause and breathe. There is also a strong sense of professionalism among staff, which I noticed immediately; the way staff conduct themselves provides an excellent model for pupils.

Staff wellbeing is truly prioritised here. Allowing teaching staff, the opportunity to work from home once every two weeks is remarkable — I have never seen this before.

Pupils have excellent manners, and it is completely normal here for them to offer help with opening doors, carrying equipment, and making positive connections. I believe this is because Saint Peter's staff, from the top down, value pupils as individuals, and a great deal of work goes on behind the scenes to support them. Pupil wellbeing is clearly a priority. If I had children, I would have loved for them to attend this school. Very few demerits are issued compared with other schools; pupils are encouraged to take ownership of their behaviour and are rewarded frequently and in genuinely celebratory ways when they meet their targets.

(Long-Term Supply Teacher)

I have been a Teaching Assistant for many years in different High Schools throughout the Wigan Borough. Since September 2025, I have worked here at St Peter's. I feel a string sense of belonging in the school community. All the staff are caring, kind and very helpful in every situation. It is a pleasure to be part of the St Peter's team. Everyone is patient, kind and consistent to make St Peter's a happy environment to work at.

(Long-Term Supply Teaching Assistant)



Working Collaboratively with the Archdiocese



Our school works as part of Liverpool Archdiocese Secondary School Improvement. We work collaboratively with colleagues across the 32 secondary schools and sixth form colleges. School Improvement leads and promotes a wealth of CPD and Professional Development opportunities as well as the sharing of best practice and resources.

East Cluster Schools



What the School Can Offer

- A caring and supportive learning community.
- Access to a high quality CPD offer as part of a Talent Development ladder.
- An approach that prioritises staff wellbeing and work life balance, including the ability to work from home where practicable.
- A well-ordered and enthusiastic pupil community where teachers can teach and all can learn.

As an employee at St Peter's you will have access to the following:

Financial & Lifestyle

- Blue Light Discount
- Discounts for Teachers
- Vivup Employee Benefits Platform
- Health Cash Plan
- Access to Financial Advice
- Generous Pension Scheme
- Free Will Writing Service

Health & Wellbeing

- Employee Assistance Programme (EAP) including up to 6 1-hour structured counselling sessions for all employees per year
- Physiotherapy Support
- Occupational Health Services
- Free Flu Jabs
- 24/7 Wellbeing Hub and Confidential Helpline
- Wellbeing Cafés
- Wellbeing Buddies

Family & Work-life Balance

- Flexible Working / Work-from-Home Time (subject to school needs)
- Childcare Support, including Tax-Free Childcare and 30 Hours Free Childcare (subject to eligibility)
- Cycle to Work Scheme (subject to eligibility)

Professional Development

- Apprenticeship Levy Opportunities
- Access to The National College for Professional Development
- Access to a high quality CPD offer as part of a Talent Development Ladder

Additional

- Free Eye Test and up to £50 Contribution Towards Glasses (subject to eligibility)
- Free on-site car parking
- Access to local amenities





About the Role

This is a unique role that bridges both professional services (non-teaching) staff and teaching staff, including Heads of Year. The position is line-managed by the Assistant Headteacher (Safeguarding), while also requiring regular collaboration with Heads of Year, the Assistant Headteacher (SEND), and the Assistant Headteacher (Standards and Behaviour), reflecting the cross-functional nature of the role.

The successful candidate will be well supported within our highly effective pastoral system, which includes a Teaching Head of Year and a Teaching Deputy Head of Year for each year group.

Below is a summary of the number of pupils within the Pupil Premium and Looked after Children (LAC) cohorts, as well as those currently involved in the meetings outlined in the job description. This information is intended to provide context about the school and the scale of cases you will be managing on a day-to-day basis.

Summary Information of Vulnerable Pupils in School:

Pupil Premium (PP)

Y7 - 27
Y8 - 35
Y9 - 34
Y10 - 32
Y11 - 28

156 in total

Child Protection (CP)

Y7 - 0
Y8 - 0
Y9 - 0
Y10 - 1
Y11 - 1

2 in total

Looked After Child (LAC)

Y7 - 2
Y8 - 0
Y9 - 1
Y10 - 5
Y11 - 0

8 in total

Child in Need (CIN)

Y7 - 1
Y8 - 1
Y9 - 0
Y10 - 1
Y11 - 1

4 in total

Meetings you will be attending include:

- Child in Need
- Team Around the Family (TAF)
- Early Help
- Core Group
- Personal Education Plan (PEP)



Job Description

JOB TITLE: PASTORAL SUPPORT MANAGER

JOB PURPOSE: To manage and support the delivery of pastoral care within the school, working closely with Heads of Year, Deputy Heads of Year and safeguarding staff.

To monitor, support and improve the overall progress, wellbeing and engagement of students, particularly Pupil Premium, Children Looked After (CLA) and Inclusion.

To be available to support the personal welfare of students and families, promoting strong home—school relationships and the ethos of the school.

RESPONSIBLE TO: Headteacher / Assistant Headteacher (Safeguarding)
LIAISING WITH: Headteacher, Business Manager, Senior Leadership Team, School Governors, teaching and non-teaching staff, local authority, students, parent/carers

HOURS: 37 hours per week, term time plus 2 weeks (includes a 30-minute unpaid lunch break). Working times are flexible, but generally undertaken between 8:30am to 4:30pm Mondays to Thursdays and 8:30am to 4:00pm on Fridays.

(The school will consider part-time hours for the right candidate.)

SCALE: Grade 7, scale points 20 – 25

JOB OUTLINE AND KEY RESPONSIBILITIES

- To manage and coordinate the school's pastoral support function, ensuring that provision meets the needs of all students, particularly those who are vulnerable or disadvantaged. To develop, monitor and implement effective strategies that support student welfare, engagement, attendance and inclusion.
- To attend PEP, Core Group, CLA Reviews, Early Help, Team Around the Family (TAF) and Child in Need (CIN) meetings, ensuring continuity without removing teaching staff from lessons.
- To undertake all pre-planning for these meetings, including liaison with Social Workers, Year Teams and other professionals.
- To gather and prepare relevant documentation in advance of meetings, including reports, educational targets and updates for CLA/LAC and vulnerable students.
- To represent the school at CLA/LAC and other multi-agency meetings and communicate outcomes to relevant staff.
- To lead on the Early Help process and coordinate Team Around the Family meetings across all year groups.

- To support Child in Need processes alongside the Assistant Headteacher (Safeguarding).
- To liaise with families before and after meetings and build effective relationships with vulnerable families, strengthening home-school communication.
- To coordinate and monitor interventions for disadvantaged pupils, working alongside Heads of Year and Deputy Heads of Year.
- To support targeted provision for Pupil Premium and CLA students, including liaison with professionals and stakeholders regarding Pupil Premium and PP+ funding.
- To liaise with the SENDCO where appropriate, particularly for CLA pupils with SEND.
- To support referrals to external services (e.g. MHST, TESS, reduced timetables) and coordinate external agency involvement.
- To ensure robust systems are in place for communication, safeguarding and record-keeping across pastoral, SEND and senior leadership teams.
- To maintain accurate and up-to-date records using school systems (e.g. Arbor/Edulink) and ensure all safeguarding information is recorded on CPOMS.
- To ensure effective and consistent communication between pastoral, safeguarding, SEND and senior leadership teams.
- To support Year Team objectives and attend relevant meetings.
- To coordinate admissions and provide support for mid-year starters.
- To support provision for students in isolation or suspension, including arranging work where appropriate.
- To maintain behaviour records and produce reports as required.
- To undertake general student supervision duties and support the wider pastoral function of the school.
- To liaise with external agencies and contribute to effective multi-agency working.
- To undertake minibuss training where required.

GENERAL

- To carry out duties in the most effective, efficient and appropriate manner.
- To participate in the school's appraisal and performance management processes.
- To actively promote and uphold school policies and procedures.
- To contribute to safeguarding and child protection procedures and documentation.
- To support student supervision as required.
- To act as a designated first aider for the school (training will be provided if required).
- Review and develop own professional practice, undertaking training as required.
- Develop good working relations with other colleagues and promote a positive impression of the support services in all circumstances, identifying areas for improvement.
- Contribute to the overall ethos/work/aims of the school.
- Work flexibly in the interest of the school and undertake such additional duties as are reasonably commensurate with the post and level of responsibility.
- Have due regard for data protection, confidentiality, child protection and health and safety policies.

This job description is not necessarily a comprehensive definition of the post. In line with other posts it will be reviewed annually and it may be subject to modification or amendment at any time after consultation with the holder of the post and the Headteacher.

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.

Date job description prepared/reviewed by: May 2026

Prepared by: **C Pollitt & C Hibbert**

Agreed by post holder:

Date:

Person Specification

Key: A = Application I = Interview R = References

Criteria	Essential (E) / Desirable (D)	Source
Experience		
Experience of working with young people	E	A, I, R
Experience of working with vulnerable students, including Pupil Premium and/or Children Looked After (CLA)	D	A, I
Experience of multi-agency working (e.g. Early Help, CIN, TAF, safeguarding processes)	D	A, I
Experience of supporting student welfare, behaviour, attendance and inclusion	D	A, I
Experience of liaising with parents/carers and building positive home-school relationships	D	A, I
Experience of coordinating or contributing to interventions to support student progress and wellbeing	D	A, I
Has led or made a significant contribution to a project or initiative (e.g. pastoral intervention, transition, enrichment)	D	A, I, R
Experience of maintaining accurate records	E	A, I
Supervisory or team coordination experience	E	A, I
Training and Qualifications		
NVQ Level 4 qualification (or equivalent experience) in a relevant field	E	A, I, R
Relevant professional qualification	D	A, I, R
Counselling or mentoring qualification (Level 2 or above), or willingness to work towards	D	A
Evidence of ongoing professional development and training	E	A, I
Willingness to undertake training relevant to the role (e.g. safeguarding, first aid, Early Help)	E	A, I
Willingness to train as a designated first aider	E	A, I
Knowledge and Understanding		
Understanding of safeguarding, child protection procedures and relevant legislation	E	A, I
Knowledge of processes such as PEP, CLA reviews, Early Help, CIN and TAF	D	A, I
Understanding of inclusion, behaviour and attendance issues and strategies to address them	E	A, I
Knowledge of how to support students with a range of social, emotional and behavioural needs	E	A, I
Understanding of the role of external agencies and multi-agency working	E	A, I
Knowledge of SEND and the role of the SENDCo	D	A, I
Understanding of data protection, confidentiality and record-keeping systems (e.g. CPOMS, Arbor)	D	A, I
Awareness of barriers to learning and strategies to overcome them	D	A, I
Knowledge of the national curriculum to support student engagement and progress	D	A, I
Skills and Abilities		

Ability to build effective relationships with students, families and staff	E	A, I, R
Strong communication skills (verbal and written), including report writing	E	A, I, R
Ability to coordinate and manage multiple responsibilities and priorities	E	A, I
Ability to work effectively as part of a team and independently	E	A, I
Ability to lead meetings and contribute confidently in multi-agency settings	E	A, I
Strong organisational and administrative skills	E	A, I
Ability to analyse information and contribute to planning interventions	E	A, I
Ability to remain calm and professional when dealing with challenging situations	E	A, I
Competent use of IT systems for record-keeping and communication	E	A, I
Personal Qualities		
Commitment to safeguarding and promoting the welfare of children and young people	E	A, I, R
Professional integrity, discretion and ability to maintain confidentiality	E	A, I, R
Commitment to equality, diversity and inclusion	E	A, I
Flexible and adaptable approach to work	E	A, I
Commitment to ongoing professional development	E	A, I
Positive, proactive and solution-focused approach	E	A, I
Willingness to contribute to the wider life and ethos of the school	E	A, I

How to Apply and Further Information



Thank you for your interest in this position at our school. We hope to have provided you with all the necessary information for you to decide that you would like to join the team at St Peter's. If you wish to apply, please complete the following forms.

[Application Form Link](#)

[Disclosure Form Link](#)

[Recruitment Monitoring Form Link](#)

Please read the following;

[Privacy Notice](#)

[Reasonable Adjustment Statement.](#)

The following link will provide you with notes to help you complete the application form.

[Notes to applicants](#)

Should you have any further questions or would like any further information, please contact Mrs. C Hibbert (HR Manager) on 01942 760132 or email: hibbertc@saintpetershigh.wigan.sch.uk

Interview expenses:

Where a candidate is attending a job interview at the school and is travelling from outside a 40-mile radius of Wigan, the school will normally reimburse reasonable travel and, if applicable, accommodation costs. Please ask us for a copy of our interview expenses policy.

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