



## Candidate Information Pack



Full time

**Deputy Head Pastoral**

*What would you do if you worked in a school with the most able students from across the world?*



## Introduction & Background

Cardiff Sixth Form College was set up in 2004 as a small private tutorial centre in response to a perceived need in the community to cater for those students of high academic ability but relatively modest financial means. Latterly, expansion of the college has allowed for international students to access this same service. The aim of Cardiff Sixth Form College is to prepare students for a well-balanced, modern life with outstanding levels of educational achievement. A combination of small class sizes, individual attention and excellent teaching leads to first-class academic results with the college being recognised consistently as the 'Number One Independent School in the UK, at A Level' since 2011.

Cardiff Sixth Form College is an international boarding school which brings together some of the most talented students from different countries, providing a stimulating environment in which to study. Students bring an enthusiasm and focus to their studies and are hungry for knowledge and success. In 2024, 91% of students achieved A\*-A grades and 97% A\*-B.

The opening of a new site in Cambridge in September 2022 means that both Cardiff and Cambridge colleges now operate as 'One College, on Two Campuses'.

## Location

Cardiff Sixth Form College, Cambridge is set in the heart of the city of Cambridge. Based on three city-centre sites within walking distance of each other, it is very much an 'urban college'.

Cambridge is a city on the River Cam in eastern England, home to the prestigious University of Cambridge, dating to 1209. University colleges include King's, famed for its choir and towering Gothic chapel, as well as Trinity, founded by Henry VIII, and St John's, with its 16th-century Great Gate. University museums have exhibits on archaeology and anthropology, polar exploration, the history of science and zoology.

The city's skyline is dominated by several college buildings, along with the spire of the Our Lady and the English Martyrs Church, and the chimney of Addenbrooke's Hospital. Anglia Ruskin University, which evolved from the Cambridge School of Art and the Cambridgeshire College of Arts and Technology, also has its main campus in the city.

Cambridge is at the heart of the high-technology Silicon Fen with industries such as software and bioscience and many start-up companies born out of the university. Over 40 per cent of the workforce have a higher education qualification, more than twice the national average. The Cambridge Biomedical Campus, one of the largest biomedical research clusters in the world includes the headquarters of AstraZeneca, a hotel, and the relocated Royal Papworth Hospital.

The first game of association football took place at Parker's Piece, immediately behind the Cardiff Sixth Form College main building. The Strawberry Fair music and arts festival and Midsummer Fair are held on Midsummer Common, and the annual Cambridge Beer Festival takes place on Jesus Green.

The city is well served with excellent road and rail links. It is adjacent to the M11 and A14 roads and Cambridge station is less than an hour from London King's Cross railway station.

## School Aims & Ethos

Cardiff Sixth Form College's vision is to be "The Best Academic School in the World": lofty aspirations which are backed up by a remarkable history of high academic achievement and successful university placements.

Ralph Waldo Emerson said: "Without ambition one starts nothing. Without work one finishes nothing. The prize will not be sent to you. You have to win it." This epitomises the attitude of a typical Cardiff Sixth Form College student who is ambitious, whose aspirations are broad and whose academic dreams are significant. It is for the hardworking and diligent student who wants to excel and broaden their academic horizons. It is for students who wish to win a place at the best universities to study courses which will provide fulfilment and challenge. It is not for everyone, but it is the perfect place for many.

The college aims to deliver teaching and learning that challenges, inspires, demands and delivers excellence; careers guidance which is outstanding and is tailored to the individual's needs and aspirations; pastoral care which is safe, caring, compassionate, understanding and developmental; administration which is efficient and supportive, with compliant systems, both complementing and leading the provision; and sustainability that comes from a profitable organisation that invests for and in the future.



## Cardiff Sixth Form College's new Cambridge campus

As the leading A level provider within the UK, Cardiff Sixth Form College offers an outstanding academic programme for admission to the best universities in the UK and internationally. At the Cambridge campus, students will follow a predominantly STEM programme and may select from the following subjects:

Mathematics | Further Mathematics | Biology | Chemistry | Physics | Economics | Psychology | Computer Science

In addition, the college helps students build management and project skills, teamwork abilities, confidence and a healthy mindset. Our teaching approach places considerable emphasis on independent learning – to look beyond simple answers and demonstrate a passion for knowledge and discovery. To support this aim, all students have access to courses in critical thinking, effective communication, leadership and entrepreneurship.

Learning begins in the classroom but doesn't end there. All students take part in an extensive super-curricular programme, 'The Cambridge Edge'. This including elements from work observation, academic enrichment trips, career-based societies and a wide range of academic competitions.

An extensive university preparation programme complements the curriculum, giving students the best chance to achieve their potential. This includes specific assistance for Oxbridge entry, Medicine and Healthcare degrees and international university preparation. As a part of Dukes Education, we are supported by Dukes Consultancy, including Oxbridge Applications, Medic Applications and A List for US University Applications in providing expert and bespoke assistance to our students.





## Leading the Boarding and Pastoral work at CSFC Cambridge

An exciting opportunity has arisen for a successful candidate to lead the work of the college in all areas of pastoral care and boarding. The successful candidate will join the senior leadership team to work with the Principal, Deputy Head Academic and Bursar to help lead the strategic direction of the college and ensure we provide an excellent service to our ambitious, able students. We are a relatively new and relatively small college at present, but with high ambitions for our students and our staff. Simply put, we have an opportunity to create an extraordinary college - building on the outstanding educational model from our sister school in Cardiff and combining it with the opportunities provided by being located in the centre of Cambridge. We hope you will be inspired to join us and help create the next steps in our journey.

## DESCRIPTION

<b>Job Title:</b>	Deputy Head Pastoral
<b>Department:</b>	Boarding and Pastoral
<b>Responsible to:</b>	Principal
<b>Responsible for:</b>	Leadership of Boarding and Pastoral, including line managing middle leaders: Head of Boarding and Heads of House
<b>Member of:</b>	Senior Leadership Team
<b>Purpose of the job:</b>	The Deputy Head Pastoral will report to the Principal, and will take charge of the day-by-day management of all aspects of the school which pertain to the safeguarding and residence of the students, pastoral care and boarding. The Deputy Head Pastoral will be a full member of the school's Senior Leadership Team and, in addition to managing and supporting the evening and weekend work of the boarding team of House Managers and Pastoral Assistants, will be responsible for student discipline, sanctions and rewards, the planning and delivery of the PSHE programme, the RSE curriculum and for coordinating SMSC across the curriculum. Depending on the successful candidate's academic background, there may be an opportunity to contribute to the teaching of an A level subject.

### Overall Responsibilities

Ensuring that the complete safeguarding, pastoral and disciplinary provision puts the students' best interests first, is compliant with all statutory and regulatory frameworks, and strives to attain best practice.

*Specifically –*

- Ensuring that the boarding-house team of Head of Boarding, Senior Houseparents, Houseparents, GRAs and matron work together effectively, consistently and harmoniously, putting the best interests of the students first and complying with all statutory and regulatory frameworks, as well as with the specific implementation of relevant school policy.
- Ensuring that the school's Safeguarding Policy is consistently implemented through the boarding and pastoral provision, and that the work of the DSL and the DDSL team seamlessly integrates with the work of the boarding team, thus ensuring that safeguarding of all students is given the highest priority.
- Ensuring that the National Minimum Standards for boarding are exceeded consistently and constantly in boarding practice.
- Ensuring that all other regulatory and statutory requirements are met in respect of the pastoral and boarding life of the school.
- Ensuring that the boarding experience forms an integral part of the academic experience, managing the academic supervision of boarders through the boarding-houses and ensuring that an appropriately aspirational and rigorous academic ethos permeates every aspect of boarding life.
- Ensuring that the school's reporting systems are used to motivate students effectively, such that academic life and academic progress are nurtured through the boarding-houses.
- Ensuring that boarding life is a pleasant and dynamic social experience, supporting the boarding-house teams in providing social activities which are enriching, appropriate and happy, affirming the school's ethos of friendly internationalism.
- Ensuring that the school's disciplinary structures are clear, fair and consistently implemented, and that they foster an atmosphere of positive personal development, and in particular kindness, empathy and internationalism.
- Ensuring that the school's system of rewards is clear, motivational, fairly applied and efficiently administered, such that it motivates students to strive for the best academic standards, and the highest standards of conduct and behaviour towards others.
- Ensuring that student rules are appropriate and effective, reviewing and leading on enforcement.

- Ensuring that the elements of the curriculum specifically directed at the development of character and the person (PSHE, RSE, SMSC) are planned and delivered effectively, and that they are effectively integrated into the whole school curriculum and harmonise with the academic curriculum.
- Ensuring that the teaching and delivery of the above curriculum are effective and dynamic, taking a lead in the delivery of those lessons as agreed with the Principal.
- Ensuring that student voice is effectively structured, heard and heeded, through organising meetings and activities which enable that to be so.
- Ensuring that the programme of activities and pastoral care over half-term holidays runs successfully, such that the student experience during those weeks matches the best of the full-term experience.
- Ensuring that teaching-staff performance, as it applies to pastoral and safeguarding matters, is effectively managed, and delivering training in safeguarding and pastoral matters effectively, in line with all regulatory requirements.
- Ensuring travel arrangements are in place and effectively communicated to parents and concerned parties.
- Line manage School Nurse.

### *Safeguarding*

As the Designated Safeguarding Lead the Deputy Head Pastoral is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

### *Work with others*

The Designated Safeguarding Lead is expected to:

- Liaise with the Principal or Safeguarding Governor and Compliance Director, to inform him or her of serious safeguarding issues, especially all referrals to any external safeguarding agency or police.
- As required, liaise with the case manager and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- Liaise with staff (especially pastoral support staff, school nurse, Compliance Director, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- Act as a source of support, advice and expertise for all staff.
- Stay up to date with all relevant legislation and guidance such as KCSIE and ensure policies are up to date.
- Provide reports for the Governing body as required
- Lead on inspection preparation for safeguarding, boarding and pastoral aspects of the school.

### *Training*

The Designated Safeguarding Lead (and any deputies), should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The appointee will ensure training is up to date for all. In addition to local authority DSL training, Dukes Education provide a comprehensive training and support programme for all staff to utilise.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments} at regular

intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

### *Raise Awareness*

The designated safeguarding lead should:

- Ensure the school or college's child protection policies are known, understood and used appropriately;
- Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the LSCB to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

### *Child Protection File*

When students leave the school or college, ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives. Ensure child protection files from feeder school are also obtained.

### *Availability*

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Teams or other such media is acceptable.

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact, will be to adhere to and ensure compliance with the School's Safeguarding Policy Statement at all times. If, in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school s/he must report any concerns to the Head Teacher or Safeguarding Governor.

## **Person Specification**

### *Qualifications*

- University degree
- QTS or PGCE
- Safeguarding training as a DSL
- Further graduate-level qualification(s) (desirable)
- BSA qualification in Boarding Management (desirable) or other relevant professional qualification

### *Experience*

- Experience of a significant middle or senior management role with a pastoral emphasis: for example, as a Houseparent, Head of Boarding, Head of Year or Deputy Head.
- Track-record as an established and successful classroom educator, preferably at KS5 level.
- Outstanding working relationships with colleagues, students, parents and other key stakeholders.
- Experience of effective work in safeguarding, preferably at DSL level.
- Relevant and recent INSET.
- Experience of successful management and implementation of a whole-school initiative or strategy (desirable).

### *Skills*

- Ability to work accurately and calmly, and to show resilience when under pressure.
- Ability to teach outstanding lessons to students of all abilities.
- Ability to convey infectious enthusiasm for participation in school life.
- Willingness and ability to initiate and manage change, when necessary.
- Effective time management and ability to prioritise.
- Excellent communication skills.
- Ability to make and keep excellent written records.
- Excellent rapport with parents, staff and pupils.
- Competency with a management information system such as iSams and C-Poms.
- Up-to-date understanding of key pastoral matters.
- Clear understanding and working knowledge of inspection regulations relevant to this role.
- Experience dealing with complex safeguarding issues, including how to respond appropriately.
- Involvement in successful school inspections (desirable).

### *Personal Competencies and Qualities*

- A good track record of leading and managing staff: be motivational, empathetic, constructive and, when necessary, challenging with colleagues.



- Motivation to work with children and young people.
- Ability to establish and maintain appropriate relationships and professional boundaries with children and young people.
- Positive attitude to use of authority and maintaining discipline.
- Ability to work as part of a team.
- Ability to take responsibility and show initiative.
- Loyalty, personal integrity, discretion and an ability to maintain confidentiality.
- Sound judgement and wisdom in dealing with students, colleagues and families.
- Flexibility
- A good sense of humour

The post-holder will be expected to undergo an annual appraisal, which is conducted by the Principal.

Boarding schools require all staff to be flexible. Every effort has been made to outline the main duties and responsibilities of this post but there may be other responsibilities and duties not explained here as circumstance and context changes. All colleagues can be expected to comply with a reasonable request from their line manager or the Principal to undertake work of a similar level that is not specified in their job description. This job description may be amended at any time following consultation between the line manager and post-holder, and will be reviewed annually during the PDA process.

Applications sent to [jobs@ccoex.com](mailto:jobs@ccoex.com)

## **Ofsted Inspection**

Cardiff Sixth Form College, Cambridge has been inspected in May 2022 by Ofsted as a new school providing academic education for pupils and students aged 14 – 19. A further, full school Ofsted inspection and boarding Ofsted inspection took place in 2023, in which the college was judged good in all areas. The college has since joined ISA and now falls under the ISI inspection regime.

## **Governance**

The college is a registered company limited by guarantee operating within the Dukes Education Group Ltd. The college is governed by a Board of Directors, consisting of:

- Founder and Chairman
- Chief Executive Officer
- Managing Director (Colleges)
- Managing Director (London Day Schools & Nurseries)
- Managing Director (Outer London Schools)
- Managing Director (Beyond the Classroom)
- Director of Compliance
- Chief Financial Officer

The Board of Directors is assisted by a professional support team and appointed Senior Advisors to review all aspects of college performance and monitoring. This includes safeguarding, fees, staffing, budgets, health and safety, property, admissions and marketing, compliance, inspections, training and development, legal matters, complaints, surveys and other local school issues.

The Governing Body meets termly to consider reports from the Principal covering all college matters.

The Board retain ultimate responsibility for the approval of all policies and developments. They also review regularly their impact on college finances and operations. All operational matters are delegated to the Principal, as appropriate, who are responsible for fulfilling the college's aims and the successful implementation of the college's strategic development plan.

## **Terms & Conditions**

A formal contract detailing terms and conditions will be drawn up on appointment.

The following notes provide guidance without prejudice, on the likely main provisions.

A competitive remuneration package, with a salary commensurate with the post, the proportion of a full time contract that is worked, any wider responsibilities (such as acting as Head of House– only available to full time staff), the experience of the candidate and the regional location of the college.

Inclusion in the Cardiff Sixth Form College pension plan.

Start date : negotiable, between April and September 2025

The appointment is subject to two term's notice subject to successful completion of probationary period

Holiday entitlement is 65 days in to include public holiday, pro rata for part time staff.

Working Hours are Monday – Friday, 42.5 hours per week, within 08:00 – 17:30 (Occasional evening and Saturday work as necessary to support boarding and school events) , pro rata for part time staff.

Probationary period is six months, reviewable at discretion of CSFC

The successful candidate's performance will be subject to a regular review.

The college will be supportive, whenever possible, of external professional activities such as committee membership and professional body activities as agreed with the head.

Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS).

Shortlisted candidates will be asked to undertake identity and qualification checks which conform to the college's Safeguarding Policy.

They must also agree to references being taken up at the final stage and checks made with past employers.

The successful applicant will be required either to complete a self disclosure medical questionnaire or have a medical examination paid for by the college.

The appointment is subject to satisfactory references, satisfactory clearance from DBS, proof of identity and qualifications and a satisfactory medical report