

Pastoral Support Assistant and Sports Coach

Role	Pastoral Support Assistant and Sports Coach
School	Vermont School
Hours	33 hours a week, term time only
Salary	Grade 6 £27,899 - £30,060 FTE (Actual £21,389 - £23,046)
Start date	1st January 2027 (or earlier)

An exciting opportunity has arisen for an experienced and ambitious pastoral practitioner to join the team at Vermont School.

This is a particularly exciting time to join our school. Vermont is currently part of the Aspire Trust and, following the recent academy order, we are now preparing to join the Special Schools Trust. We are excited about this next chapter for Vermont and the opportunities it will bring for our children, families and staff.

Our transition to the Special Schools Trust will enable us to build on Vermont's existing strengths while benefiting from greater collaboration, shared expertise and specialist knowledge. We look forward to working alongside schools that share our ambition for children with additional needs and to learning from, and contributing to, a strong specialist community.

Throughout this next chapter, we remain proud of Vermont's distinctive identity and the values and relationships that sit at the heart of our school. Our commitment to our children, families and community remains central to everything we do.

This transition also comes at a time of wider development for Vermont. Over the coming 18–24 months, we are looking forward to moving into an extensively refurbished school, enabling us to further develop our provision and support more children. For the right candidate, this represents a genuine opportunity to join our leadership team at an important point in Vermont's journey and to play a significant role in shaping what comes next.

About the role:

We are seeking a passionate, enthusiastic and resilient individual who is committed to making a positive difference to the lives of children with Social, Emotional and Mental Health (SEMH) needs through targeted pastoral support, intervention and sports coaching.

Working closely with our pastoral team and wider school community, you will play a key role in supporting pupils' emotional wellbeing, personal development and engagement in learning, helping them to build the confidence, resilience and skills they need to succeed.

You will deliver targeted individual and small-group interventions, provide nurturing and consistent pastoral support, and use sport and physical activity as powerful tools to develop teamwork, emotional regulation, positive relationships and self-esteem.

This is a hands-on and varied role. We are looking for someone who will be a positive and visible presence across the school, build strong and trusting relationships with pupils, and respond calmly, confidently and compassionately to the challenges that can arise within a specialist SEMH setting.

Most importantly, you will share our belief that every child deserves to feel safe, valued and supported, with opportunities to develop their strengths, overcome barriers and achieve their full potential.

We can offer you:

- a collaborative working environment;
- opportunities to work with multi agencies and access to –
    - occupational health therapists
    - speech and language therapists
    - educational psychologists
- trauma informed working practices;
- the opportunity to work with wonderful young people and their families and make a significant difference to their lives
- a supportive senior leadership team who collectively and individually offer a wealth of experience;
- a comprehensive CPD programme;
- an individual induction programme supported by a buddy scheme;
- eligibility to join the Teachers' Pension Scheme or Local Government Pension Scheme for support staff;
- SEN allowance payable for teaching staff
- exciting move to extensively refurbished new school in the coming 18-24 months which will enable us to work with more children
- access to an Employee Assistance Scheme (EAP) for yourself and your family –
    - 24-hour helpline
    - phone and face to face counselling sessions
    - financial guidance
    - legal assistance
    - support & coaching for managers
    - signposting for general help
- a positive, creative and supportive environment

Application procedure

Should you wish to apply for this vacancy, please view the linked documents on our website, Vacancies | Vermont School

Please return the completed Application form to Mrs Lindsey Rayner,

recruitment@vermontschool.co.uk

Where applicable, potential candidates may benefit from a tour of the school. Please note, any candidates requesting a tour will be asked for their current place of work which will allow the school to verify, where possible, the name and place of work given. Potential candidates will be asked to bring their current school ID and/or photographic ID as proof when they visit the school for a tour.

Successful candidates will be subject to online searches.

Applications will be reviewed as they are received. An early application is advised with interviews possibly being arranged in advance of the closing date. Vermont School reserves the right to make an appointment before the closing date.

Safeguarding

Vermont School Is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and fulfilling our statutory obligations as detailed in the DFE statutory guidance, 'Keeping Children Safe in Education'.

We are committed to recruiting candidates who share this commitment and therefore we apply robust recruitment and selection procedures to ensure that the people selected are suitable and that all candidates are subject to the appropriate pre-employment checks.

Job Description

Purpose

- To play a key role within the pastoral team, supporting pupils' social, emotional and mental health needs, wellbeing and personal development to help them achieve positive outcomes in school.
- To plan and deliver engaging, inclusive sports and physical activities that develop pupils' confidence, teamwork, resilience and physical wellbeing, using sport as a positive tool to support SEMH development.
- To work collaboratively with staff to provide a nurturing, supportive and inclusive environment where pupils feel safe, valued and encouraged to achieve their full potential.

Pastoral Support

- Build positive, trusting and nurturing relationships with pupils, ensuring they feel safe, valued and supported within the school community.
- Promote an inclusive and supportive environment that develops pupils' confidence, self-esteem, independence and sense of belonging.
- Develop a strong understanding of pupils' individual social, emotional, mental health and learning needs, recognising their strengths and barriers to learning.
- Support pupils to develop emotional regulation, resilience, positive relationships and strategies to manage challenges through nurturing and trauma-informed approaches.
- Respond sensitively to pupils experiencing emotional difficulties, providing reassurance, co-regulation and appropriate support to help them feel safe and ready to learn.
- Respond to pastoral call-outs across the school, working collaboratively with staff to support pupils and promote positive outcomes.
- Provide individual and small-group mentoring and targeted SEMH interventions to support pupils' wellbeing, confidence and engagement in learning.
- Encourage pupils to reflect on their experiences, recognise their achievements and develop positive strategies for managing challenges.
- Work closely with class teams to identify pupils requiring additional support and contribute to personalised pastoral and academic interventions.
- Work collaboratively with SLT, families and external professionals to ensure a consistent approach to supporting pupils.
- Promote positive relationships and restorative approaches, celebrating pupils' achievements and personal development.
- Support pupils' welfare and wellbeing, including administering first aid and medication where appropriate and in line with school policies and training.
- Provide a positive and supportive presence during playtimes, lunchtimes, arrival, departure and transitions, encouraging positive social interactions and independence.

Sports Coaching

- Plan and deliver inclusive sports coaching, physical activity and games sessions appropriate to pupils' abilities and needs.
- Use sport and physical activity to develop confidence, teamwork, resilience, emotional regulation and positive behaviour.

- Adapt coaching activities to enable pupils with SEMH, physical and other complex needs to participate safely and successfully.
- Promote healthy lifestyles, fair play, positive relationships and engagement in school through sport.
- Work collaboratively with teachers and the pastoral team to support pupils' personal development through physical activity.
- The role may also include elements of classroom cover, supporting and supervising pupils' learning in the absence of the class teacher, as directed by the school's leadership team.

Professional Development

As part of your performance development, ensure that you:

- Fully engage in the Professional Development and CPD programme as required
- Contribute to the setting of your own performance development targets which ensure Vermont improvement outcomes are met
- Regularly review your own practice and set personal targets in consultation with your line manager take responsibility for, seek out and engage fully with CPD in order to support your development as a practitioner
- Maintain accurate and up-to-date professional development records develop effective working relationships and network with local, national and digital agencies to ensure that you are at the forefront of developments within your field of expertise
- Disseminate best practice further to CPD opportunities made available to you.

NB.

- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment
- This job description allocates duties and responsibilities but does not direct the amount of time to be spent in carrying them out and no part of it may be so construed
- This job description is not necessarily a comprehensive definition of the post
- This job description will be reviewed at least once a year, and it may be subject to modification or amendment at any time after consultation with the holder of the post
- To carry out any other duties that are commensurate with the role as requested by the Headteacher

Headteacher/line manager's signature	
Date	
Postholder's signature	
Date	

Person Specification

Qualifications and training	Essential	Desirable
• GCSE, or equivalent, Maths and English at grade C/4 or above	✓	
• Recognised sports coaching qualification (minimum Level 2 or equivalent in a relevant sport or physical activity)	✓	
• Recent and relevant professional development • Further professional qualification		✓
Experience/employment record	**Essential**	**Desirable**
• A good understanding and previous experience of working with/ guiding the learning of children with complex needs, preferably within a school setting • Ability to observe, monitor and analyse learning and learning outcomes in a practical context • Ability to maintain children's interest and motivation for learning and to maintain discipline • Experience of working with students that have SEMH needs Clear understanding of how effective strategies for managing behaviour within the classroom and beyond impact on wider student performance • An understanding of issues related to inclusivity and social mobility within education • Ability to assess students' needs and barriers to learning	✓	
• Use of assessment and attainment data and information • Experience working in a school set in an area of deprivation		✓
Personal qualities, skills and attributes	**Essential**	**Desirable**
• High expectations of all students • Awareness of needs/demands of children with complex needs how they act/react • Reasonable level of physical fitness • Ability to deal with interruptions and unexpected peaks in workload • Excellent communication skills • A positive role model who creates a good first impression • Ability to motivate, inspire and challenge students • Confident ICT user • Ability to plan, prioritise and organise self and others • Commitment to raising standards • Calm, adaptable, dependable, resilient and reliable • Collaborative and a good team player • Commitment to further own professional development • A commitment to promoting and safeguarding the welfare of young people • Has 'presence' around the school • Able to follow direction and accept challenge and feedback in a positive and productive way • An understanding that getting better never stops Ability to be flexible and cope with interruptions in workload	✓	