



# St Edward's School

Unity - Achievement - Faith



## LAC and Young Carers Manager

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# Recruitment Pack

St Edward's School, Dale Valley Road, Poole, Dorset, BH15 3HY  
01202 740950 • [www.st-edwards.poole.sch.uk](http://www.st-edwards.poole.sch.uk)

# LAC and Young Carers Manager

**Grade E SCP 7 – 11**  
**£25,584 - £27,269 Pro Rata**  
**Actual Salary £21,907- £23,350**

St Edward's School is a high-performing school, supported by an excellent pastoral team. Our school is heavily oversubscribed and enjoys an excellent reputation for combining high expectations of all, with warm relational approaches to learning.

We are looking for an experienced, adaptable and enthusiastic LAC and Young Carers Manager to work within the school as part of the pastoral team. To provide excellent support to both our Staff and Students.

What are we looking for in you? Applicants will need to be experienced, enthusiastic, proactive, and familiar with the secondary school context. You will have a sincere commitment to our ethos and vision as a school, and our drive for continuous improvement. In return we offer a happy working environment, fantastic students, great facilities, tailored CPD and a highly motivated staff community.

The post is permanent 37 hours per week, term time only including INSET days working between the hours of Monday to Thursday 8.30am – 4.30pm, Friday 8.30am – 4.00pm.

Please visit our website at <https://st-edwards.poole.sch.uk/> for further information about our unique school.

St Edward's School is committed to safeguarding & promoting the welfare of children & young people. All appointments made are subject to an enhanced DBS check. Online searches may be carried out as part of due diligence checks.

**Closing Date: Wednesday 18 June 2025**  
**Interviews: Week Commencing 23 June 2025**



# Our Mission Statement

## MAY WE BE ONE

### In Purpose

Educating for life in all its fullness

### In Faith

Encountering God who lives among us, calling us to unity

### In Dignity

Nurturing confidence and maturity

## About Us

St Edward's School opened in 1963 as Roman Catholic School serving the parishes of Poole. It took its name from the local Saint, martyred at Corfe Castle. Although little is known of Edward, as a teenage king with a strong Christian faith and a commitment to protecting the poor he provides an excellent role model for our young people. His story is told through our school badge with the crown of a king, the cross of Christ, a cup to symbolise his murder by poisoning and the blood of a martyr. The crown and cup also remind us of the Kingdom of God, and the "one cup in which we all share". (1Cov 10:16)

For many years, the school welcomed not only Roman Catholic families, but other Christians who were keen for their children to be educated in a faith context. In the early 1990's the school's second headteacher, Alan Murphy decided to formalise this arrangement and entered into talks with the Roman Catholic Church and the Church of England about St Edward's becoming a joint church school. A new covenant, setting out the values and principles behind the commitment was signed by the Bishops of Plymouth and Salisbury in 1993.

From then on, the school has continued to grow in success and popularity. The vision of the school is to provide an excellent education, in a comprehensive and co-educational context that develops the character of young people through the St Edward's Virtues, while safeguarding their experience of childhood.



# Letter from the Executive Headteacher

At St Edward's School we are committed to preparing young people to live life to the full. We believe that preparation for life is best facilitated in the midst of a caring and supportive community that attends to spiritual and moral formation, as well as academic excellence.

Our school is a very successful, heavily oversubscribed, and distinctive joint Roman Catholic – Church of England Voluntary Aided School supported by the Roman Catholic Diocese of Plymouth and the Church of England Diocese of Salisbury. We are a truly comprehensive school, which educates over 1000 students from the age of 11 to 18, and welcome people of all faiths and none.

Our staff are the key to our success, and we recognise the part that every colleague plays regardless of their role. Our teachers are encouraged to be creative, and to grow professionally in ways that interest and excite them. Only by being passionate about their subject and about learning can teachers ignite curiosity and inspire a similar passion in the young. Our horizon for our students is a life well-lived, and our ambitions for each child extend beyond examinations and university. Our ambition for you is to work with you so that your career is rewarding and satisfying. We want you to be happy in your work, and we invest heavily in the professional development of all of our colleagues, so that they continue to derive professional growth and satisfaction.

We believe that children deserve to be equipped for life with the best education, together with values that enable them to navigate future choices and opportunities. We are committed to providing both.



I believe that St Edward's is a very special place to be, as confirmed by Ofsted, who in their most recent inspection in 2022 celebrated our positive learning community, with respectful, kind and polite students. Our curriculum was highlighted as being ambitious and challenging, strongly preparing students for future success. Our most recent Church School Inspection in 2023 rated us "outstanding" in all areas.

I am proud of our wonderful students, our dedicated staff and our supportive governors, parents and carers. I hope that your experience of us will lead you to believe that St Edward's is the right home for you. Thank you for taking the time to get to know us a little better. We will always be glad of the opportunity to speak with you or to meet you if you'd like to find out more. Whatever you decide about your next career steps, we wish you the very best.

**Mr Michael Antram**  
*Executive Headteacher*

## Working at St Edward's

St Edward's is a popular place to work with low staff turnover and high levels of staff wellbeing and satisfaction. Our mission statement of 'may we be one' goes to the heart of what we do and how we do it and staff feel positive about the school and their role within it.

We have invested in the Employee Assistance Programme, which gives all staff access to confidential advice and support. The 24-hour support covers a wide range of areas, both work related and more general, including counselling, specialist information and financial and legal matters.

"EAP will always be there to support teachers and education staff no matter what you're going through, big or small, we're here for you. Day or night you can call to speak to someone without judgement who can help you find solutions to move past a difficult situation in your life."

If work gets difficult, I know  
how to get support



93%

I am normally able to  
manage my wellbeing



96%

I enjoy my work



98%

Staff Wellbeing Survey – Autumn 2024

**Staff Wellbeing School of the Year - Finalist**



**Tes Schools Awards 2024**



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## Support Staff Testimonials

*"As a new member of the support staff I immediately felt welcomed by the team and the wider staff. Everyone has been very friendly and approachable allowing me to quickly feel settled and supported in my role."*

**Lucy Lumber**, Library Administrator  
2 years at St Edward's



*"St Edward's feels more like a family than a workplace. We thrive on Christian beliefs and values. We look after each other's wellbeing and support each other every day. I've never seen so many smiles on children's faces in all the schools I've worked in; they genuinely seem happy and so do the staff. The family orientated atmosphere enables our students to achieve the best outcomes in their subjects and after school activities. We are strong together."*

**Dorota Hall**, Senior HLTA  
7 years at St Edward's

*"St Edward's is unlike anywhere I've worked before. The ethos and vision of the leadership team is crystal clear and runs through all that we do. Everyone involved with the school is committed to and working towards the common goal of providing the best possible environment to allow young people to thrive."*

**Felix Carey**, Marketing Officer  
2 years at St Edward's



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# Staff Recruitment Information

## APPLYING

Please read the Job Description and Person Specification before fully completing the application form. Where there are any gaps in your employment, please state the reasons why e.g. gap year, career break, unemployed etc. and give exact dates.

## SUPPORTING INFORMATION

This section is very important as it gives you the opportunity to show us why you are applying and why you would be the best person for the job advertised. Please use the job description and person specification as a guide and give specific examples where possible, to demonstrate how you match the requirements of the post.

## INTERVIEW AND SELECTION PROCESS

Those candidates who meet the requirements for the post will be shortlisted and invited to interview and details of the interview programme will be confirmed in writing. As part of the selection process, as well as assessing your skills and knowledge against the requirements of the role, specific questions will be asked to assess your suitability to work with children.

Under the Disability Discrimination Act 1995 and 2005, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact us if you need to discuss this in any detail.

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post.

## Safeguarding

St Edward's is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

If you do not hear from us by the interview date specified in the advert, please assume that you have not been shortlisted on this occasion.

## PRE-EMPLOYMENT CHECKS

### References

If you are shortlisted, we will normally take up references before the interview date. One of your referees must be your current or most recent employer. All offers of a post are made subject to receipt of satisfactory references without which we cannot confirm any offer of an appointment. Copies of references or references that are addressed "to whom it may concern" will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies, or relevant issues as part of the recruitment verification process.

### **Disclosure & Barring Service Check (DBS)**

Employment is subject to an enhanced DBS check. Checks will also be made against the Protection of Children List (PoCAL) and the Department of Education and Employment List 99. All such checks must be satisfactory before we confirm any offer of an appointment. Teachers are also checked against the Prohibition from Teaching check.

Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) Order 1986, there are a number of jobs where we must take account of convictions, even though they are 'spent'. All posts at St Edward's School are regarded as such. However, spent and/or unspent convictions may not necessarily make you unsuitable for appointment.

The amendments to the Exceptions Order 1975 (2013 & 2020) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers and cannot be taken into account.

### **Validation of Qualifications**

All short-listed candidates will be asked to bring original certificates of relevant qualifications to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.

### **Right to Work in the United Kingdom**

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Proof of this will be required at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

### **Medical Assessment**

A satisfactory medical assessment will be required before we confirm any offer of an appointment.

### **Child Protection**

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We have a designated senior member of the leadership who is responsible for referring and monitoring any suspected cases of abuse. All members of staff will receive training in line with our child protection policy.

### **Code of Conduct**

We believe that it is essential for standard of conduct at work to be maintained to ensure delivery of quality services and also to protect the wellbeing of all its employees and students.

St Edward's School governors and headteacher regard everyone working within St Edward's as a role model to our students. As such employees should conduct themselves with integrity, impartiality, and honesty. Furthermore, everyone within St Edward's school has an absolute duty to promote and safeguard the welfare of children.



## **JOB DESCRIPTION**

<b>Job Title:</b>	LAC and Young Carers Manager
<b>Salary Grade:</b>	Grade E SCP 7 – 11 £25,584 - £27,269 Actual Salary £21,907 - £23,350
<b>Responsible to:</b>	Assistant Headteacher

### **Main Job Purpose**

- 1) Work within the school as part of the Pastoral Team, under the direction of the Assistant Headteacher and Pastoral Leaders, to support school policies and procedures regarding inclusion and behaviour management.
- 2) Work with all LAC and students who are Young Carers, assessing their social, emotion and mental health needs and implement strategies to support them in school.
- 3) To be a point of contact for and help to co-ordinate support for Post LAC students and students who have a special guardianship order.
- 4) To oversee the Young Carer, register and co-ordinate support with the Young Carer Champions (both internal and external).

### **Main Responsibilities and Duties**

#### **Management of children with care experience**

- 1) Attend or lead multi-agency meetings for students with care experience as required
- 2) Undertake small group or individual interventions, carrying out planned educational activities and work programmes whilst promoting independent learning, which may include working without a teacher being present and ensuring their safety; and facilitating their physical, emotional and educational development.
- 3) Establish supportive relationships with the students and parent/carers and other key stakeholders concerned.
- 4) Challenge and motivate students, promoting and reinforcing the student's self-esteem, social development and independence, including effective individual behaviour management programmes and strategies.
- 5) Support and advocate for students with care experience who are not working to a normal timetable, including for reasons relating to exclusion and individual needs.

- 6) Develop 1:1 mentoring arrangements with students and provide support for students on their caseload who are distressed.
- 7) Provide information and feedback to students in relation to progress, achievement, behaviour and attendance etc.
- 8) Assist teachers with the development and implementation of individual education/behaviour/support/mentor plans.
- 9) Monitor and evaluate individual student's needs, keeping required records, and reporting these to their designated supervisor as appropriate.
- 10) Take responsibility for the smooth transition of students with care experience joining the school at all key stages and transition points.
- 11) Provide clerical/administrative support, including responsibility for the preparation and implementation of EPEPs, dealing with correspondence, compilation/analysis/reporting on attendance and exclusions and making phone calls for students with care experience.
- 12) Be available as a point of contact during unstructured times, including meet and greets, check-ins and break time, and for students who are experiencing emotional difficulty e.g. after the use of an exit card.
- 13) Attendance at Pastoral meetings as required, and attendance at, and dissemination of, training specifically related to LAC and any other relevant training and development opportunities as required by the Headteacher.
- 14) Undertaking any other curriculum duties which may be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally changes of a permanent nature shall be incorporated into the job description in specific terms, following consultation with the Recognised Trade Unions.
- 15) Attend LAC networking events, BCP Virtual School annual conference and undertake Level 3 Child Protection training.
- 16) Promoting Positive Mental Health and wellbeing
  - i. At every opportunity raise staff and student awareness of mental health and wellbeing and observe national mental health and wellbeing awareness days/weeks.
  - ii. To work with the SENCO to ensure that all adults working in the school understand their responsibilities to children whose persistent mental health difficulties mean they need special education provision and trauma informed strategies.



- iii. With the Assistant headteacher plan and contribute to professional development for staff that makes it clear that promoting good mental health is the responsibility of all members of school staff and community and informs them about early signs of mental health problems and how to report this to the safeguarding and pastoral teams.
- iv. To work with the Assistant Headteacher and SENCO and school counsellor to develop clear systems and processes to help staff who identify children with possible mental health challenges.
- v. To work with others to provide interventions for students with mental health challenges; to assess, to plan, to action and to review.

#### 18. Interventions

- vi. To provide and coordinate appropriate interventions that enable students with mental health challenges to thrive.
- vii. To use the PSHE Programme, and Acts of Worship to highlight contributory factors to mental health challenges.
- viii. To work with parents and carers in supporting good mental health and wellbeing.
- ix. Promote a positive working ethos by developing support staff and applying staffing policies and procedures equitably.

#### Resources

The post holder will be responsible for a budget.

#### General

Support the school's fire and emergency procedures by being familiar with the instructions for staff and students, located in all of the teaching areas, and take appropriate action should the need arise.

Retain the confidentiality of all aspects of school life.

Comply with all decisions, policies and standing orders of the school and the BCP council comply with any relevant statutory requirements, including Equal Opportunities legislation, the Health and Safety at Work Act and the Data Protection Act.

Have a commitment to safeguarding and promoting the welfare of students and young people in accordance with the school's agreed procedure.

#### Other

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as may be necessary from time to time.

Prepared by: HR

Date: May 2025

## PERSON SPECIFICATION – LAC and Young Carers Manager

	Essential	Desirable	Evidence
<b>Education and Qualifications</b>			
GCSE Mathematics and English at GCSE grade C/Level 5 or above	✓		A, R, C
NVQ Level 3 or Higher e.g. degree		✓	A, R, C
<b>Experience</b>			
Experience of working with young adults	✓		A, I, R
Experience of working with students with social, emotional, and behavioral problems	✓		A, I, R
Experience of working in the secondary school context	✓		A, I, R
Experience of successful mentoring/coaching	✓		A, I, R
Knowledge of attachment theory		✓	A, I, R
SEHM Experience		✓	A, I, R
<b>Key Skills</b>			
Excellent interpersonal and communication skills	✓		A, I, R
Ability to establish a rapport with students to develop their social and academic potentials	✓		A, I, R
Polite, empathetic, and friendly	✓		A, I, R
Able to work effectively as part of a team	✓		A, I, R
The ability to get the best out of young people	✓		A, I, R
To work well with individuals and small groups	✓		A, I, R
To set and endeavor to maintain high expectations of behaviour	✓		A, I, R
Good understanding and experience of using Microsoft Office Suite and 365		✓	A, I, R
Knowledge of school Management Information Systems		✓	A, I, R
Understanding of education in the context of a Christian School		✓	A, I, R
Time management, and the ability to work effectively under pressure	✓		A, I, R





<b>Knowledge</b>			
Knowledge of the National Curriculum	✓		A, I, R
Knowledge of safeguarding procedures relevant to the role	✓		A, I, R
Clear understanding of secondary school level behavior-related issues	✓		A, I, R
Systems and approaches to assist with mentoring and coaching students	✓		A, I, R
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation	✓		A, I, R
Systems and approaches to assist with mentoring and coaching students to improve their behaviour and social interaction		✓	A, I, R
Clear understanding of care-related issues	✓		A, I, R
Relevant safeguarding guidance, policies and procedures	✓		A, I, R
<b>Other</b>			
Commitment to inclusive education	✓		
Support of the school's Mission statement	✓		
Ability to be flexible and use initiative	✓		
Willingness to learn and help the learning of others by sharing training and experience	✓		
A = Application, I = Interview, C = Certificates, and R = References			



# Ofsted (2022) and Section 48 (2023) Quotes

## Ofsted

*"This school is a positive learning community."*

*"There are positive and respectful relationships between staff and pupils. This leads to a calm learning environment."*

*"This school is well led and managed."*

*"Leaders ensure that there is an ambitious and challenging curriculum in place."*

*"Everything leaders do are in the best interests of the pupils that attend the school."*

*"Governors understand their responsibilities well and are cognisant of the need to support staff wellbeing."*

*"The core values of kindness, hard work and the development of individual strengths and skills are evident in the school's work."*

*"Pupils are happy, friendly and polite."*

*"The school's ethos and values run through all they do: unity, achievement, faith."*

*"There is strong moral leadership from the headteacher."*

*"Staff have a very positive view of leaders. They say leaders are approachable and considerate of their workload."*

*"Teachers have high expectations of what pupils can achieve through the curriculum."*



## Section 48

*"The mission statement is a clear and inspiring statement of the mission of the church and is lived out and understood by the whole community."*

*"Leaders and governors have a clear and inspiring vision of the mission of the school."*

*"Provision for pastoral care is a strength of this school which takes supporting the development of the whole person seriously."*

*"The pastoral care of students is a priority for the school and as a result students feel valued and listened to."*



# To Apply for the Position

If you are interested in applying for this role, we would love to hear from you. Please complete and return the application form on our website:

<https://st-edwards.poole.sch.uk/working-at-st-edwards>

**Please do not submit additional documentation at this stage.**

**The deadline for receipt of applications is published on our website.**

**Interviews will be held shortly afterwards.**

Thank you for your interest and for taking the time to apply to St Edward's School.



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*"My daughter loves her new school, she has settled very well because of friendly and helpful staff at school."*

Parent of Year 7 child, 2024



*"Huge thanks for all the efforts made by teachers, having excellent teachers that inspire and encourage in such a supportive way makes all the difference. Thank you!"*

Parent of Year 11 child, 2024





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