

HAMMERSMITH

Academy

PASTORAL SUPPORT OFFICER

Candidate Information Pack



<https://www.hammersmithacademy.org/>



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BACKGROUND TO HAMMERSMITH ACADEMY

Hammersmith Academy ("the Academy") (www.hammersmithacademy.org) is a state-of-the-art, non-denominational, all-ability, co-educational secondary school for 11-18-year-olds. Sponsored by City of London Livery Companies; the Mercers' Company and the Information Technologists' Company, the Academy opened in September 2011 and has now grown to approximately 950 students on roll. The Academy is oversubscribed and continues to be highly successful.

The Academy is a diverse and inclusive school reflective of multi-cultural London. The Academy serves a wide range of abilities raising aspirations and achievement with a pupil premium population of over 45%. Further, over 85% of our students go on to university to achieve their dreams.

The Academy combines excellence in achievement across the curriculum with opportunity and innovation in learning approaches developed through the Academy's specialisms in ICT and Creative and Digital Media.

HA Vision

- To develop highly qualified, aspirational young adults who make outstanding progress and as active citizens take a lead within the community and are committed to giving 100% in everything they do.

HA Values

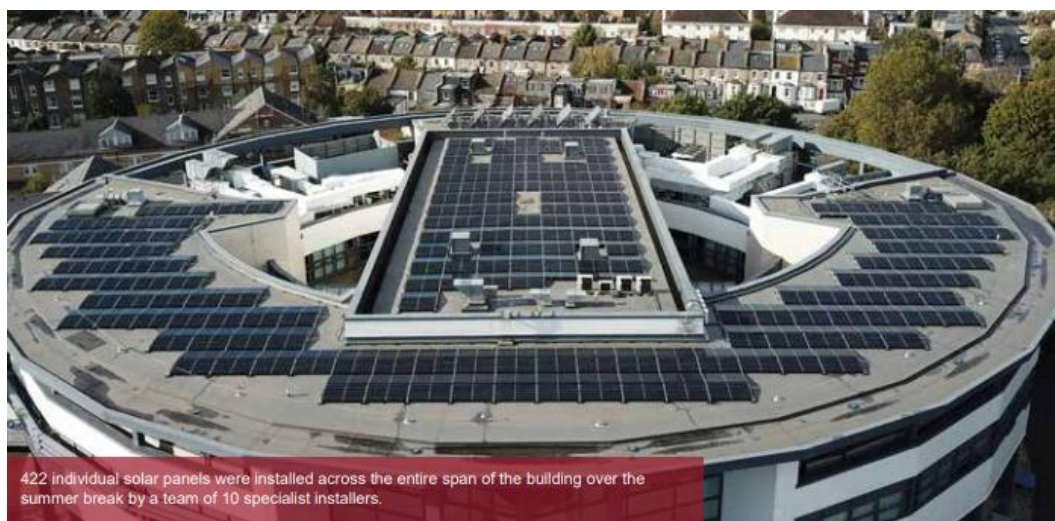
- We inspire pride and confidence in our students to achieve their full potential. Everyone in the Academy is responsible for modelling a positive and professional attitude at all times.
- We create a stimulating and enriching learning environment where high expectations and challenge prepare students for a global society.
- We succeed by developing a growth mind-set through the skills of resilience, resourcefulness, reflectiveness and reciprocity.

An enhanced Vision and Ethos statement is provided within the information pack. The sponsors are committed to excellence in secondary education and have a track record of working with successful academies and in areas of significant academy improvement. The educational vision, building design, curriculum model and Academy organisation plan are based on the template developed successfully at Thomas Telford Academy and the Mercers' other academies in the West Midlands.

The Academy has the support of, and access to, the expertise and educational networks of the Mercers' group of schools and colleges, which includes the highly acclaimed St. Paul's schools' (Independent), as well as the West London Partnership www.westlondonpartnership.org. Further details of the sponsors' educational activities can be found on their websites www.wcit.org.uk and www.mercers.co.uk. The sponsors also have strong links with international IT industries and with the City of London.

Why choose us?

- To make a difference and transform the lives of a diverse community
- A dynamic learning culture where your skills and attributes will be essential to its continued growth and development
- A strong, supportive staff body and leadership team
- A "can-do" culture of achievement coupled with ongoing personal and team CPD
- A well-run Academy with clear and effective processes that support professionals to lead and teach
- A commitment to well-being and support across the Academy



Click here for a virtual tour of the Academy: <https://www.hammersmithacademy.org/about-us/virtual-tour/>

PASTORAL SUPPORT OFFICER

REPORTS TO: SLT Link/Head of Year

RESPONSIBLE FOR: To work as a member of the Pastoral Team within a Key Stage, to support the Heads of Year (HoY) and Senior Leadership Team (SLT) within the Academy to raise the attainment of all students

SALARY: Scale 5/22-25 - £32,914-£35,159 per annum (pro rata - 39 weeks)
Actual Salary - £30,293-£32,360 per annum

HOURS: Permanent/Term-time only/39 Weeks
40 hours per week – 8.00am-5.00pm

Our support staff are vital to ensuring that our pupils achieve their full potential and become confident, resilient and compassionate individuals who can make a positive contribution to society.

We are seeking to appoint a Pastoral Support Officer to support the cohort of students in an assigned year group.

You will be the second point of contact after the Form Tutors for students and parents, especially in relation to the day to day working of the Academy Behaviour Management Policy and will assist the Head of Year for a designated Year Group and will therefore need great interpersonal skills.

You will develop the year identity and ethos in collaboration with the Head of Year and members of the Leadership Team and ensure clear lines of communication with Tutors and the Leadership Team to support students' personal, social, spiritual and moral welfare.

Ofsted – January 2022

"Hammersmith Academy continues to be a good school".

"Leaders and staff are determined that all their pupils will succeed. They have established a culture of aspiration for all, regardless of pupils' individual starting points".

"Pupils benefit from learning a broad curriculum, including in the creative arts and languages. Many pupils choose to continue studying arts, as well as humanities and languages, at GCSE level. Pupils learn to behave kindly and respectfully towards one another, making the school a harmonious place. Poor behaviour is rare. If bullying occurs, leaders respond quickly and effectively. Leaders and staff ensure that pupils are kept safe at school".

"Leaders and staff are knowledgeable about safeguarding. They are well informed about the risks pupils may face, including those in the local area. Staff are vigilant, and identify and report concerns without delay".

Applications are welcomed from suitably qualified candidates with the appropriate skills, vision and desire to work at the Academy, where expectations are high and there is a strong focus on student achievement.

We have a strong commitment and vision for staff wellbeing with many opportunities, activities and events throughout the year. Our vision for wellbeing in the workplace is as follows:

'To create a caring school community promoting staff well-being through a whole-school approach characterised by caring and supportive relationships amongst school members; school members being meaningfully engaged in the school community; and addressing and supporting the health and well-being of all school members within a safe environment that celebrates achievements.'

Are you a highly motivated, outstanding individual with a strong presence, who is ambitious for students, their colleagues and the Academy? Do you have a passionate belief in the ability for all to succeed? Are you a conscientious and enthusiastic team player who is looking to join a vibrant department? If so, we look forward to hearing from you.

THE POST

Main Responsibilities

- to be the second point of contact after the Form Tutors for students and parents, especially in relation to the day to day working of the Academy Behaviour Management Policy
- to assist the Head of Year for a designated Year Group
- to prioritise the issues arising from contacts with students and parents to minimise the disruption to academy learning and to ensure that issues are deal with efficiently and at the right level
- to support the personal social and academic development of students and promote their well-being within the specified Key Stage
- to liaise with appropriate members of staff to implement positive behaviour management strategies
- to work as an active member of a tutorial team to support colleagues in setting high expectations for standards of behaviour, dress and achievement
- to contribute to the overall ethos, work and aims of the academy
- to assist in maintaining links with home, internal and external support services involved with student welfare
- to support with covering lessons
- to facilitate, where appropriate, a whole academy mentoring programme for students in Year 7-11 and support KS students in their development

Other Specific Duties:

Attendance, Punctuality and Uniform

- to liaise with the attendance officer over first day call for at risk or critical groups as identified. Liaise with designated Senior Leadership Team and Head of Year to contact home
- to review and analyse student data in order to identify trends or patterns of behaviour, attendance or punctuality. To implement and monitor any necessary interventions
- to monitor student punctuality and assist with detentions for lateness
- to support academy Behaviour for Learning policies within the academy

Behaviour Management

- to be in charge of the administration of the academy's detention system by recording names, reminding students, liaising with duty staff and co-ordinating any follow-up action
- to assist senior staff with individual students who, for whatever reason, are not in class. This may mean following up truants (attendance), counselling learners who are distressed and liaise with senior staff on action to be taken
- to liaise and organise work with teaching staff over internally and fixed term excluded learners including emergency cover
- to organise and administer conduct and attainment reports
- to liaise with other staff
- to administer and monitor the daily report system to individual students, as well as lesson, punctuality, loss of free time, attendance, Headteacher reports and any other relevant document that may be used to monitor learner progress
- to liaise with external agencies such as LA, Police Liaison Officer, EWO and other agencies regarding key students
- to supervise excluded students
- to liaise with tutors over student planners, attitude and behaviour in tutor times

- to undertake duties at break and lunch times according to the duty rota
- to collate information on students' successes e.g. merits/ rewards
- to be visible around the building at key times during the academy day

Communication

- to maintain conduct logs on SIMS system and analyse weekly
- to input safeguarding incidents/info. on CPOMS system, analyse and report to HoY and DSL
- to attend meetings as appropriate
- to maintain diary for re-admissions/ bullying and racist incident logs
- to support with academy events such as academy photographs, Drop Down Days, etc.
- to assist with the organisation of presentation evenings and other key events associated with the Key Stage
- to carry out administrative tasks as appropriate
- to liaise with parents/carers and keep accurate records
- to liaise with relevant support agencies
- to support in bullying issues
- to communicate with parents, organise meetings and make appointments at the request of the Heads of Year
- to assist in the organization of information for internal/external support services including inclusion meetings
- to order and organise year group resources as directed
- Take students to exams for the appropriate year group/key stage
- to supervise students on educational trips and in academy clubs
- to report all concerns about Child Protection/Health & Safety/Security to the appropriate person

General:

- To organise events to support students with study and revision skills, including with external organisations
- To lead in the organisation of events which support the development of students' cultural capital e.g. volunteering projects, residential trips
- To be an active participant in, and recipient of, the Academy's appraisal system, which will include an annual review and, where necessary, re-designation of responsibilities in the interests of the student and staff needs
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person
- To contribute to the overall ethos/work/aims of the Academy
- To uphold confidentiality at all times regarding staff and students
- To comply with Hammersmith Academy's Professional Dress Policy and Code of Conduct.
- To actively comply with and promote all working policies and procedures
- To present a positive personal image, contributing to a welcoming Academy environment which supports equal opportunities
- To undertake any other tasks which are reasonably requested by the academy
- To take part in the academy's performance management, process
- To undertake appropriate training

No job description can be fully comprehensive, and from time to time the successful candidate may have to undertake other professional duties as directed by the Headteacher.

PERSON SPECIFICATION AND SELECTION CRITERIA

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ▪ Numeracy and literacy competence with GCSE or equivalent in Maths and English ▪ Good IT skills ▪ Level 3 or equivalent qualification ▪ Willing to undertake further training 	<ul style="list-style-type: none"> ▪ Current First Aid Certificate ▪ Child Protection Qualification
Experience	<ul style="list-style-type: none"> ▪ Knowledge and understanding of the UK education system ▪ Managing resources effectively ▪ Working with young people 	<ul style="list-style-type: none"> ▪ Knowledge and understanding of strategies for ensuring equal opportunities for staff and students ▪ Knowledge and understanding of the implications of the Creative and Digital Media Specialism ▪ Experience of safeguarding in a school or other relevant organisation, including: <ul style="list-style-type: none"> ▪ Building relationships with children and their parents, particularly the most vulnerable ▪ Working and communicating effectively with relevant agencies ▪ Implementing and encouraging good safeguarding practice ▪ Knowledge of handling sensitive data and upholding the principles of confidentiality
Leadership & Management Skills	<ul style="list-style-type: none"> ▪ An ability to prioritise, plan and organise work whilst in a busy environment ▪ An ability to deal appropriately with sensitive or difficult situations with all stakeholders ▪ An ability to achieve challenging professional goals ▪ Proven ability to manage your own time effectively ▪ Ability to take responsibility for your own professional development 	
Skills and Knowledge	<ul style="list-style-type: none"> ▪ Proven ability to make decisions and solve problems and to respond quickly and effectively to changing situations ▪ Ability to work with a range of people with the aim of ensuring the safety and welfare of children ▪ Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns 	<ul style="list-style-type: none"> ▪ Knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies ▪ Awareness of local and national agencies that provide support for children and their families ▪ Knowledge of and/or previous use of the SIMS/CPOMS systems

	<ul style="list-style-type: none"> ▪ Good IT skills and the ability to analyse, understand and interpret relevant information and data ▪ Effective communication, decision-making and interpersonal skills ▪ Ability to communicate a vision and inspire others ▪ Ability to build effective working relationships with staff and other stakeholders 	
Personal Qualities	<ul style="list-style-type: none"> ▪ Commitment to ensuring the safety and welfare of children ▪ Uphold and promote the ethos and values of the school ▪ Act with integrity, patience, empathy, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the Academy ▪ Ability to work under pressure and prioritise effectively ▪ Maintain confidentiality at all times ▪ Commitment to equality ▪ Excellent communication skills – communicating effectively, orally and in writing with staff, students, parents, governors, external agencies and the wider community, including businesses ▪ Personal impact and presence ▪ Adaptability to changing circumstances and new ideas ▪ Energy, vigour and perseverance ▪ Highest possible expectations of self and others ▪ Self-confidence and enthusiasm ▪ Intellectual ability ▪ Vision, imagination and creativity ▪ Ability to manage and overcome setbacks ▪ An excellent record of attendance and punctuality 	

A message from the Headteacher, Gary Kynaston

“In my experience of working in inner-city education, and my own time at school, I sometimes saw an attitude that assumed some people ‘can’t do’, and I knew this was wrong. I see that people, of any age, will respond to clear boundaries and clear vision. If you show your students you have belief in them and encourage them to have belief in themselves, their confidence grows and they surprise themselves with what they can achieve. Our students will leave school not only academically qualified, but confident, mature and ready to prove themselves”.

GCSE Results 2025

Hammersmith Academy is celebrating another year of strong GCSE results, laying the vital foundations for students to thrive in the Academy’s Sixth Form and beyond. This success equips them not only to excel at A-Level, but also to progress into top universities, highly competitive degree apprenticeships, and ultimately to embark on fulfilling and rewarding careers.

Overall, 77% of all grades awarded are at grades 9-4, 63% of all grades are at 9-5, and 27% (over a quarter) of all grades at 9-7.

Core subjects remain impressive among the standout statistics, with 78% of all students achieving a strong pass, grade 9-5 in English and 60% of all students attaining a grade 9-5 in Mathematics.

Sciences and the arts continue to excel, with 41% of students achieving a grade 9-7 in Biology and Physics, 48% in Chemistry, and an exceptional 100% of students achieving a grade 9-5 in Drama.

This set of results ranks Hammersmith Academy within the top 15% of schools nationally for overall student progress, demonstrating that our students consistently make greater academic gains here than the average elsewhere.

These results are particularly impressive when considered in the context of Hammersmith Academy’s fair-banded intake, which welcomes students from across all ability groups. By ensuring a genuinely comprehensive cohort, the Academy demonstrates the impact of its teaching and support in helping every student, regardless of starting point, to achieve success and build the foundations for their future.

These results are not just an endpoint but a springboard. Hammersmith Academy’s curriculum is curated to prepare students for the real world, nurturing the skills and ambition needed to succeed at every stage of their education. The journey from GCSE success to A-Level achievement is clear, as demonstrated by this year’s Sixth Form leavers, who went on to secure top courses at Russell Group universities, Oxford, and competitive degree apprenticeships with leading employers.

Examples of GCSE Standout Successes

- OBS was the Academy’s top performer, scoring an outstanding 9 grade 9s and a grade 8. She enthused, “I’m completely over the moon with my GCSE results, I worked as hard as I could and it honestly couldn’t have gone better. None of this would have been possible without my amazing teachers, who were always there to support me and help me improve. Now I’m excited to push myself further, take on new subjects in Sixth Form, and aim for equally strong A Level results.”
- NLK secured an equally impressive 9 grade 9s. He said, “I feel ecstatic and really proud of my results. They reflect all the hard work and consistency I put in throughout the year and I’m so grateful to my teachers for motivating me and pushing me to do my best. Now I’m

excited to focus on the subjects I love most in Sixth Form and take on the new challenges ahead.”

- MLA achieved 8 grade 9s and 3 grade 8s. She added, “The focused exam lessons and endless essay practice made the real difference, even if they weren’t always fun at the time, because they meant I could actually retain and use the knowledge. Like many others, I struggled with motivation and last-minute revision stress, but in the end, I had to trust the work I’d put in over the years. Looking ahead, I’m excited about pushing myself further in Sixth Form and gaining the satisfaction of achieving strong results in the subjects I love.”
- IO attained 7 grade 9s and 3 grade 8s.
- CRF accomplished 7 grade 9s and 2 grade 8s.
- SM secured 5 grade 9s and 4 grade 8s, he said, “My results really reflect the hard work I put in, with my parents making sure I never took my foot off the gas. My teachers also provided excellent resources that made a big difference. GCSEs were the first big challenge and I’m excited to carry this momentum into my A Levels. It wasn’t always easy and I learned that with a lot of hard work, and some sacrifices you can achieve your goals.”
- AL was awarded 3 grade 9s and 5 grade 8s. He commented, “I’m really pleased with my results and content with the outcome. The after-school intervention sessions helped me a lot throughout the GCSE process, and I’m especially proud of how much progress I made in Maths by working hard in lessons and practising past papers. I’m now looking forward to continuing my education with A Levels and seeing what the future holds. My advice to future students would be to keep working hard but not to stress too much along the way.”

A-Level Results 2025

A-Level results continue to excel, with 50% of all grades awarded being A*–B, and impressively 75% at A*–C, improving further upon last year’s achievements.

Multiple subjects achieved outstanding results, highlighting the breadth of excellence across the Academy’s curriculum. In Psychology, 71% of students secured a grade B or above. Sociology saw 73% at B or higher, while Economics achieved an impressive 69% B and above. In Politics, 61% earned a grade B or higher. Creative subjects also shone, with Art seeing 79% of grades at B or above, and Further Mathematics, a traditionally challenging subject, securing 83% at B or higher.

Vocational course results are even more impressive demonstrating that vocational pathways are an equally powerful route to university and career success. A noteworthy 62% of all BTEC grades were at Distinction* or Distinction level, with 100% of students achieving Merit or above. Standout courses include BTEC Business, where 67% of grades were Distinction or higher, and BTEC Sport, with a remarkable 71% at Distinction or above.

This year’s cohort proves that academic success at Hammersmith Academy opens the door to exceptional real-world opportunities. From Law at King’s College London, Japanese & Linguistics at University of Edinburgh, and Fine Art at the University of Oxford to Product Design at the University of Leeds, Neuroscience at University of Exeter, Game Development at Kingston University, Interior Design at University of the Arts London, Computer Science at Queen Mary University of London and University of Bath, and highly coveted Marketing Degree Apprenticeship with L’Oréal and Civil Engineering Degree Apprenticeship with National Highways, our students have secured places

across a vast range of subjects on some of the most competitive courses and programmes in the country.

These outcomes highlight the Academy's expertise in guiding students towards a diverse range of destinations, from Oxbridge and Russell Group universities to industry-leading degree apprenticeships that are more sought-after than ever. Through specialist teaching, personalised careers support, and a deep understanding of each student's ambitions, we ensure every individual has a clear route to success.

Examples of A-Level Standout Successes:

- Head Student, AA was this year's highest achiever with A*A*A*B and will study Mathematics at University of Bath. She said, "Balancing the demands of four A Levels, extracurricular activities, a part-time job, and my personal life was one of the toughest parts of Sixth Form, the support from friends and teachers at Hammersmith Academy has been incredible, they've been there for me every step of the way, and I couldn't have achieved these results without them. My advice to future students is to make the most of the help available, because the teachers here are fully invested in helping you reach your goals."
- Head Student, MS followed closely with an impressive A*A*A and will go on to Queen Mary University of London to study Mathematics. He said of his time, "The most important thing at HA that helped me achieve my goals was definitely the teachers. All my teachers were great and made extra effort to help us, from running interventions to marking answers outside of lessons. A special thank you to the maths department. I went into their office five times a day during exams, and they always gave help no matter what, which I really appreciate. I enjoyed A Level Maths, so I'm actually looking forward to doing some harder maths at Uni and hopefully getting my degree in it!"
- GM continues the Academy's tradition of sending students to Oxbridge by attaining AAA and goes on to read Fine Art at University of Oxford. She commented, "I'm so excited to finally be going to University of Oxford after years of hard work. All my teachers and the Careers Team have helped me so much throughout my journey, and I'm incredibly grateful for their support."
- Sibling success continued with LM attaining A*Distinction*B to study Product Design (Industrial) at University of Leeds.
- SH has secured his place at University of Edinburgh to study Japanese & Linguistics. He added, "I feel both grateful and relieved to have secured my place at university. The Academy provided ample support by paying for resources along with the tireless support from my teachers which played a huge role in my success. I'm excited to study subjects I couldn't take in Sixth Form and to make the most of my Year Abroad in Japan."
- MS secured A*A*A to read Law at King's College London.

STAFF BENEFITS

The Academy offers all its staff a range of benefits including:

- Interest Free Loan of up to £2000 - for IT equipment
- Employer pension contribution – Teachers Pension Scheme (Teachers); Local Government Pension Scheme (Support staff)
- Cycle to Work Scheme: Cyclescheme is an employee benefit that saves 25-39% on a bike and accessories. Nothing is paid upfront, and payments are taken tax efficiently from your salary by your employer.
- Season ticket loan – employees are entitled to apply for an annual, interest-free season ticket loan for travel or apply for a bike loan
- Support Staff Continuous Service Award
- Free Health and Fitness – full access to the Academy’s fantastic gym and fitness facilities
- Free lunch and hot drinks – for staff who dine with students
- A commitment to Wellbeing:
 - free flu vaccinations offered annually
 - INSET in July to plan for September so that you can enjoy your summer
 - a two-week half term during the Autumn Term
 - weekly Staff “shout-outs” celebrating each other
 - Staff Drop-in Sessions
 - Governors’ Praise and Recognition Scheme
 - Staff social events including Staff Wellbeing Afternoons
 - Staff football
- Access to the London Borough of Hammersmith and Fulham’s Parking Permit Scheme offering subsidised parking in the local area
- Membership of Medigold Health Protect – our mental health and well-being support service including the Thrive App offering mental wellbeing support at the touch of a button, anytime, anywhere
- Free Membership of the National College
- In addition to whole school CPD, a separate CPD budget of up to £300 will be available to staff to be agreed with Department Head and CPD Manager

STAFF WELL-BEING

The vision for the Staff Well-being Committee is as follows:

- 'To create a caring school community promoting staff well-being through a whole-school approach characterised by caring and supportive relationships amongst school members; school members being meaningfully engaged in the school community; and addressing and supporting the health and well-being of all school members within a safe environment that celebrates achievements.'

The Governors requested 50 Reasons why we work at HA from staff to add as "soundbites" to staff literature. However, they are so good, they can standalone!

50 REASONS TO WORK AT HA

- Providing refreshments, breakfast, and lunch for staff creates a feeling of care despite the financial commitment required for the academy to offer these to staff.
- All staff are welcoming and supportive, particularly for newcomers. The buddy system helps new staff settle in, offering advice and support from experienced HA staff.
- There is a strong sense of community among staff and students.
- Working in the inner city offers the opportunity to give something back and embrace new challenges.
- The focus is on the journey of students, including life-changing experiences, qualifications, and pathways.
- Staff have opportunities to contribute to decision-making within the academy and their own department.
- Members of staff within the department provide support, creating a welcoming environment from the start and fostering a sense of team membership even before starting.
- The middle leadership team, including heads of department, demonstrates strong leadership.
- All staff members align with and commit to the overall aims and ambitions of the academy, striving towards the same goals.
- Staff are warm and approachable, enabling the sharing and utilisation of collective experience.
- Support with behaviour management is provided, especially for new staff members who are settling in with new classes and students.
- Everyone collaborates to support behaviour management, including in the corridors and during transitions.
- The academy fosters a culture that sets students up for success and provides them with amazing opportunities. As students mature, they appreciate this more, which is rewarding for staff to witness and contribute to.
- The academy has a clear vision that is communicated to staff and students, ensuring clarity about its ambition.
- The academy is an inclusive and diverse community that celebrates differences and acts.
- Staff members have the opportunity to voice their opinions and feel heard.

- Staff members are encouraged to collaborate with others to generate ideas, for instance, during ECT and middle leadership programmes.
- There is a strong commitment within department teams to the subject area, with frequent collaboration on pedagogy and subject knowledge.
- Staff focus on the individual needs of students, caring about their progress and personal journey.
- Staff have the opportunity to form special relationships with students over time, such as through the roles of tutor or class teacher.
- Students trust the staff and engage in their education. Overall, students respect staff and respond positively, even when interacting with unfamiliar staff members.
- Clear reward and behaviour systems are in place for staff to support students in their learning. These systems establish clear boundaries, which are understood by the students.
- Departments have a dedicated space for staff to gather, share ideas, seek advice, and share experiences, fostering positive relationships and team spirit.
- The aspirations of families within the community, and the expectations of students at school, are reflected in the academy's culture. If you have been at the academy for a while, you continue to interact with family members and siblings. Families remember you and return to thank you and update you on their child's journey.
- The academy offers pathways and opportunities for staff progression, utilising the skill sets of staff for further development.
- The academy provides a wide range of opportunities for staff to participate in various aspects of academy life, such as curriculum planning and trips.
- Staff have opportunities to present new ideas/passions, and they are supported in implementing these ideas with the help of colleagues, even if they are not initially fully aware of how to implement them.
- Staff benefit from seeing the experiences they have organised for students come to fruition, especially experiences that the students would not otherwise have the opportunity to participate in.
- Staff achievements are regularly recognised and rewarded. Positive comments and feedback from families and the community create a motivating atmosphere for staff.
- Students engage respectfully with staff members, for example, by asking them how they are and holding doors open for them.
- The garden space provides a peaceful and quiet environment, which is particularly enjoyable when taking your tutor group there.
- The circular building and canteen space foster opportunities for staff to bond and form relationships.
- The Governors are heavily involved in the academy and provide support and opportunities for students and staff.
- The partnerships that the school has, such as the West London Partnership, provide invaluable support and opportunities.
- Each staff member is allocated a specific budget to attend CPD, including undertaking national professional qualifications.
- The academy promotes a growth mindset and is often at the forefront of many initiatives. An evidence-based approach is used to ensure practices are current and forward-thinking.

- ECTs receive extensive support, with great mentors providing ongoing mentoring and coaching to improve teaching and learning.
- The school values enrichment and extra-curricular activities, focusing on developing the whole child, for example, through session three and school productions.
- Staff have the opportunity to create their own session three clubs, following their passions and interests.
- Well-being is a key aspect of the academy, and the well-being committee provides a platform for staff to voice their opinions to senior leaders and governors, leading to changes.
- Staff have the opportunity to have their voices heard, for example, during the governor drop-in regarding well-being each academic year.
- There are opportunities for staff to receive praise and recognition, for example, during the governors' afternoon tea.
- An open-door policy is in place, allowing staff to observe each other's lessons, for example.
- A warm welcome is provided at interviews, making candidates feel part of the academy and ensuring a positive interview day experience.
- While students' progress and academic data are important, the academy's investment in the whole child is incredible. Staff provide a vast number of opportunities for students and are committed to doing this as they value this experience for the student's development.
- There is a high level of organisation through the QAS and weekly briefing communications.
- The support received from centralised systems allows staff to focus more effectively on their teaching.
- The strength of the support staff and systems is remarkable, providing the foundation for the academy to operate effectively.
- CPD is developmental and collaborative, giving staff a sense of autonomy over their targets and progress towards them.
- Senior staff members are supportive and open to listening to views and feedback from a range of staff.

THE ACADEMIST

Hammersmith Academy's termly newsletter, containing articles and stories from the full spectrum of Academy life. There are contributions from both students and staff and covering academic and extra-curricular events.



<https://www.hammersmithacademy.org/parent-portal/newsletter/>

HOW TO APPLY

Please complete an Application Form. With reference to the Job Description and Person Specification, write a supporting statement to show your skills, attributes and abilities to successfully fulfil the role of Pastoral Support Officer at Hammersmith Academy (no more than 2 x A4 sides - min.11pt font).

This statement should include the following points:

- a. **An overview of your relevant experience working with young people, including how this experience has prepared you to support students' pastoral, behavioural, and wellbeing needs within a secondary school setting.**
- b. **An explanation of your ability to work collaboratively and professionally within a school community, including your approach to safeguarding, inclusion, and building positive relationships with students, staff, parents, and external agencies.**

CVs will not be accepted for this post.

For additional information about Hammersmith Academy please visit our website:

www.hammersmithacademy.org

Closing Date: Friday, 30th January 2026 - 9.00am

Interviews: TBC

Candidates may be invited for interview upon receipt of a completed Application Form prior to the closing date. We therefore reserve the right to close this vacancy early. Early application is therefore advised.

All applications will initially be acknowledged by e-mail. If you have not heard further within two weeks of the closing date you may assume you have not been successful on this occasion.

Hammersmith Academy is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Hammersmith Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced disclosure from the Disclosure and Barring Service (DBS Check) and the receipt of two satisfactory references.

This post is exempt from the Rehabilitation of Offenders Act 1974 (ROA). Please refer to the Ministry of Justice's guidance on the ROA and the DBS filtering guide.

In accordance with recommendations made by the DfE in Keeping Children Safe in Education 2025, and as part of our due diligence checks, shortlisted candidates will be subject to an online search. This will help identify any incidents or issues that have happened, and are publicly available online, which Hammersmith Academy will explore with the applicant at interview.

HAMMERSMITH ACADEMY

INSPIRE CREATE SUCCEED

Vision

To develop highly qualified, aspirational young adults who make outstanding progress and as active citizens take a lead within the community and are committed to giving 100% in everything they do.

Values

We inspire pride and confidence in our students to achieve their full potential. Everyone in the Academy is responsible for modelling a positive and professional attitude at all times.

We create a stimulating and enriching learning environment where high expectations and challenge prepare students for a global society.

We succeed by developing a growth mind-set through the skills of resilience, resourcefulness, reflectiveness and reciprocity.

The HA WAY - HA learners demonstrate:

- Pride and Commitment
- Professionalism and Leadership
- Active citizenship
- Honesty and Reliability
- Respect and Integrity

Hammersmith Academy ensures that students are happy, safe and secure in their learning and develop through a culture of success, into self-confident independent learners who become highly valued members of their community. Strong leadership at all levels challenges underachievement and ensures students make outstanding progress and achieve high standards of attainment.

It is an inspiring and creative place to learn, which is rich in digital and creative media technology that stimulates and develops students' academic and vocational skills through the promotion of excellence.

Students leaving the academy will have the following profile:

- A strong portfolio of accredited achievement
- A highly developed sense of responsibility and pride in their own performance
- Outstanding communication skills, including digital literacy
- Well-developed literacy and numeracy skills
- Strong leadership skills coupled with a professional attitude to enhance employability
- An ability to work collaboratively and develop team cohesion
- An aptitude for research, enquiry, problem solving and creativity
- Are actively kind, caring and socially responsible.

Developing character and a growth mind-set - Be better than you thought you could be

Good character development coupled with academic success is essential to a high-quality education. We succeed by developing a growth mind-set through the skills of resilience in the face of challenge, resourceful when solving problems, reflective when evaluating progress and reciprocal when working in teams. To be fearless when striving for excellence and contributing positively to life in a global society.

We want each individual to be better than they thought they could be. We believe everyone is powerful beyond measure and capable of extraordinary achievements. We expect more from ourselves and each other in our drive to be the best and are 100% committed in everything we do. We constantly challenge students to push their limits, to work hard, to be resilient and inspire each other to *outstanding* success.

We expect the same from all adults. That they are determined and committed to be the best they can be, demonstrate a 'can do' attitude and transmit these expectations to the students.

Knowledge is power

Knowledge creates power. First, Intellectual power - primarily through the core disciplines of literacy and mathematics which are the building blocks in accessing a successful life. Second, Economic power - a deep understanding of the links between self-management and problem-solving skills in becoming rounded and grounded in preparation for the world of work and thirdly, Social power - developing our social and moral responsibility as active citizens.

We prepare students for successful lives through a stimulating and engaging curriculum where our practices mirror those found in the wider world of work. Using a broad experiential approach, students are given the opportunity to make choices, take responsibility for their learning and accelerate their interests in greater depth.

Developing a thirst for knowledge through inspirational teaching is powerful. Its value is limitless. It enables students to absorb challenging concepts and develop the skills of critique, analysis and evaluation.

Leading is achieving

Leadership is central to our ethos of success as an individual, a team and a learning organisation. We work closely together to improve. We consistently look to enhance the quality of what we are doing and seek inspiration from inside and outside the Academy.

Our students are future leaders who develop a clear sense of ownership and pride in their own performance which empowers them to support others. We expect students to value and celebrate success and champion their community.

All adults are expected to lead and to build a performance culture. In every action, attitude and expression, they set direction and expectation. Every adult is trusted to act with integrity and take personal responsibility to do the right thing for the students.