

HAMMERSMITH

Academy

SIXTH FORM PASTORAL SUPPORT OFFICER (September 2026)

Candidate Information Pack



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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

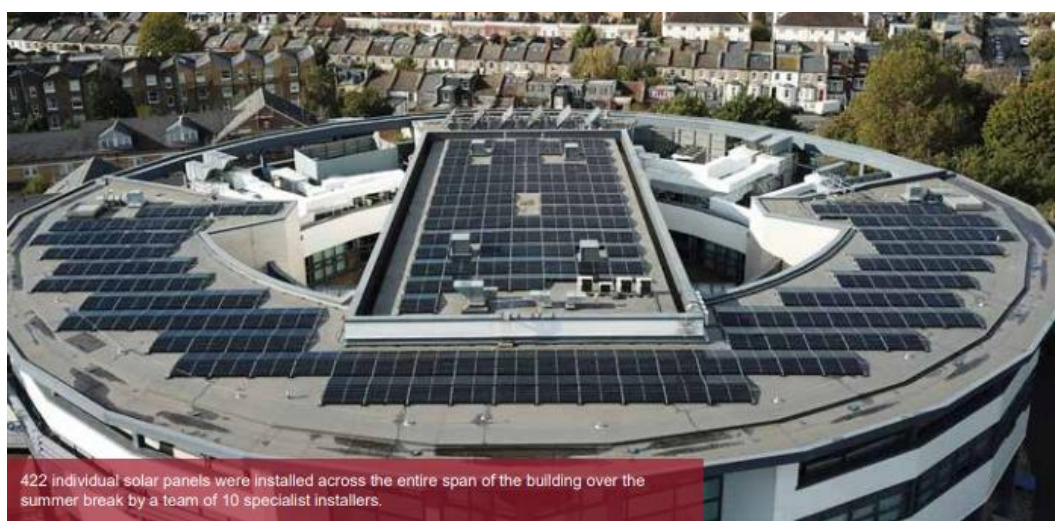
- We inspire pride and confidence in our students to achieve their full potential. Everyone in the Academy is responsible for modelling a positive and professional attitude at all times.
- We create a stimulating and enriching learning environment where high expectations and challenge prepare students 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 Sixth Form

RESPONSIBLE FOR: To work as a member of the Pastoral Team within the Sixth Form, to support the Head of Year (HoY) and Senior Leadership Team (SLT) within the Academy

SALARY: Scale 5/22-25 - £32,915-£35,160 per annum (pro rata – 40 weeks)
Actual Salary - £31,070-£33,189 per annum

HOURS: Permanent/Term-time only/40 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.

Join our ambitious Sixth Form team and make a lasting difference to young people's lives. You will play a key role in supporting students' achievement, well-being and future aspirations, helping all students to develop the confidence, resilience and independence needed for real world success. Through strong relationships and effective pastoral support, you will help develop our culture of high standards and expectations, personal growth and achievement.

Overall Aims of the Role:

- To contribute positively towards developing the Academy's Sixth Form ethos, philosophy and ideology.
- To work with students and families to maintain and enforce the highest standards and expectations for all students.
- To ensure students take ownership of their learning, prioritise effectively and actively demonstrate independence.
- To consistently hold students to account and intervene as required to ensure that all students achieve their future ambitions.

About Hammersmith Academy

Ofsted – January 2026

"This is a highly inclusive and aspirational school. Pupils are known by staff and have a strong sense of belonging. Leaders feel morally bound to serve their community and have a significantly positive impact on the lives of the pupils in their care. Pupils feel safe. The school provides a stable and calm environment in which they can flourish. The school's values are embedded, and staff are tireless in providing excellent pastoral care. This has a tangible effect on pupils' wellbeing and resilience."

"Staff have high ambitions for what pupils can achieve."

"Pupils are happy here. They enjoy coming to school and attend well."

"Pupils value their education. There is a climate of trust and respect throughout the school."

"Staff are overwhelmingly positive about how the school is led. They feel valued and empowered."

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

Purpose of Job:

- To support the Head of Sixth Form/SLT link to manage the Sixth Form cohort.
- To be the first point of contact for students within the Sixth Form, their parents/carers and any relevant external agencies.
- To help develop the Sixth Form identity and ethos in collaboration with members of the Sixth Form Team and Senior Leadership Team.
- To ensure clear lines of communication with Tutors and the Sixth Form Leadership Team to support students' personal, social, spiritual and moral welfare.
- To maintain high standards of professional behaviour and presentation to reflect the expectations made of our students.
- Any other duties as directed by the SLT link/Headteacher.

Main duties and responsibilities:

Data

- To log and update computerised records of student behaviour, welfare, attendance and punctuality.
- 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 prepare information and data for relevant meetings e.g. parental meetings.

Communication

- To provide a communication link between staff, students and parents/carers.
- To work collegially with the Sixth Form Leadership Team to implement academy policies and procedures.
- To organise parental meetings, where appropriate to address individual needs in year group.
- To attend and contribute to relevant meetings pertaining to students in the Sixth Form. and organise any necessary associated paperwork including data and reports. To monitor and follow up on any actions required; reporting back to the Sixth Form Leadership Team.
- To work with the Sixth Form Leadership Team or other staff in the organisation, planning and presentation/supervision of assemblies. To support in preparation and presentation of the celebration and rewards aspects of achievement assemblies.
- Share in the preparation and monitoring of reports to parents/carers and student references.
- To prepare and send official letters required by students and families e.g. for housing purposes.
- To liaise with external providers – e.g. Social Services, careers, outside agencies, etc - in relation to students and families in their year group.
- To prepare written and verbal updates to outside agencies on attendance, behaviour etc. for agency and core child protection meetings. To be the academy representative at these meetings. To work with the Inclusion Team, Sixth Form Leadership Team and relevant outside agencies to organise student interventions.
- To prepare for, attend and contribute to regular Tutor team meetings.
- 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 work as an active member of the Sixth Form Leadership Team to support colleagues in setting high expectations for standards of behaviour, dress and achievement.
- To liaise with tutors over student engagement, attitude and behaviour in tutor times.
- To maintain conduct logs on SIMS system and analyse daily.

- To prepare and distribute the re-engagement list, and support with the effective running of re-engagement sessions.
- To input safeguarding incidents/info. on CPOMS system, analyse and report to Sixth Form Leadership Team and DSL.
- To attend all meetings as appropriate.

Attendance, Punctuality and Uniform

- To ensure registers are completed and follow-up unexplained student absence. To liaise with the Attendance Officer as appropriate and intervene as necessary.
- To review and analyse student data to identify trends or patterns of behaviour, attendance or punctuality. To implement and monitor any necessary interventions.
- To monitor student punctuality and lead re-engagement sessions for lateness.
- To support academy Behaviour for Learning policies within the academy.

Organisation and Administration

- With the Sixth Form Leadership Team lead on the organisation, administration for Sixth Form events and activities - e.g. visits, celebration events.
- To carry out and/or support the administrative tasks relating to the Sixth Form e.g. transition, admissions, references and any other administrative task required by the Sixth Form Leadership Team.
- To ensure that student records are organised and updated on SIMS and that all safeguarding records are updated as appropriate including on CPOMS.
- To undertake admission interviews, and support with the enrolment period (two days in August).
- To lead the administration and supervision of the academy's re-engagement sessions by recording names, reminding students, logging on SIMS/Satchel One, 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 the Sixth Form Leadership Team on action taken/to be taken.
- To order and organise resources as directed.

Working with Students

- To be a positive role model for students around the academy at all times.
- To supervise independent study periods in the Sixth Form areas.
- To address issues regarding attendance, punctuality, uniform and behaviour for the Sixth Form according to academy procedures. To take shared responsibility with the Sixth Form Leadership Team for responses and follow up on behaviour issues.
- To provide initial support for individual student concerns using a range of strategies, including informing and working with tutors and parents/carers, setting up and monitoring support plans.
- To implement, monitor and review personalised support plans for key students.
- To hold individual or group re-engagement sessions, or other sanctions, as the need arises.
- To take responsibility for the Sixth Form display boards.
- To be visible around the building at key times during the academy day.
- To provide cover for Pastoral Support Officers during breaks or absence of staff.
- To support the personal social and academic development of students and promote their well-being.
- To undertake duties at break and lunch times according to the duty rota.
- Take students to exams as appropriate, registering them beforehand and supporting at the direction of the Sixth Form Leadership Team/Examinations Officer.

- To supervise students on educational trips as appropriate.
- To support with the organisation of events to support students eg. study and revision skills, including with external organisations.
- To support in the organisation of events which support the development of students' cultural capital e.g. volunteering projects, residential trips.
- To support with and supervise the Insight programme.
- To uphold confidentiality at all times regarding staff and students.

Appraisal Responsibilities:

- 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.

Health and Safety:

- To act as Fire Warden if appropriate.
- To contribute to a safe and healthy workplace by following health & safety instructions and policies.
- To report accidents and hazards.
- Generally, to care for one's own safety and that of others, including volunteers, students and parents, who may possibly be affected by actions or inaction.

Other Responsibilities:

- To support the Senior Leadership Team to ensure the smooth running of lunch and break times.
- To participate in academy training and development.
- 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 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 carry out other reasonable tasks from time to time as directed by the Sixth Form Leadership Team and the Headteacher.

Accountability:

- You are accountable to the SLT link/Head of Sixth Form for all work undertaken.

PERSON SPECIFICATION AND SELECTION CRITERIA

	Essential	Desirable
Qualifications	▪ 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	▪ Current First Aid Certificate ▪ Child Protection Qualification
Experience	▪ Knowledge and understanding of the UK education system ▪ Managing resources effectively ▪ Working with young people	▪ 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: ▪ 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	▪ 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	▪ 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	▪ Knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies

	▪ Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns ▪ 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	▪ 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
Personal Qualities	▪ 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 2026

Hammersmith Academy is celebrating another strong set of GCSE results, with students placing the Academy in the top 10% nationally for value added, rising from the top 15% last year and demonstrating the exceptional progress students make throughout their time at the Academy.

This year, 80% of all grades were awarded at 9–4, with 66% at 9–5 and 27% at the highest grades of 9–7. In the core subjects of both English and Maths, 65% of students achieved grades 9–5.

The results are particularly significant given Hammersmith Academy's fair-banded admissions, which ensure the Academy admits students across the full range of academic ability. Despite these varied starting points, the Academy ranks in the top 10% nationally for value added across every prior attainment group, as well as for disadvantaged students, and both girls and boys.

Put simply, this means that this year, students at Hammersmith Academy achieved, on average, at least one grade higher in all subjects than their starting points would predict.

Standout performances were seen across the breadth of the curriculum. In the Sciences, 100% of Physics grades and 80% of Biology and Chemistry grades were awarded at 9–4, while Media, Drama, Art, History and Combined Science all achieved at least 75% at 9–4. Further highlights included 80% of Spanish and 60% of Maths grades at 9–5, while 43% of English Literature grades were awarded at 9–7.

These results provide strong academic foundations for students' next steps, while reflecting the Academy's wider commitment to developing the skills, confidence and ambition they need to achieve real world success.

GCSE Standout Successes

- Isaac was the Academy's top scoring student achieving 8 grade 9s, a grade 8, 2 grade 7s He commented, "I was completely shocked when I saw my results. English Literature shocked me the most as I had completely believed I was going to get a 6. It felt immensely satisfying considering all the work I had put in. All of my teachers were amazing and I'd say joining Hammersmith Academy is 100% the right decision – the Academy has helped me every step of the way."
- Deksan attained an impressive 6 grade 9s, 3 grade 8s, 1 grade 7, 1 grade 6. She said, "I felt quite exhilarated when I saw my results, and slightly shocked by quite a few of them! It cemented that my hard work really had paid off. My teachers have always been a supportive anchor, providing resources and encouragement that kept me going. The careers focus also gives students great opportunities to learn about their next steps and different pathways."
- Endrit received 6 grade 9s, 5 grade 8s He said, "I was shocked to see only 8s and above and was really pleased with my consistency across all subjects. I was most proud of my grade 9 in Further

Maths. My teachers were always there to help, whether giving me practice papers or answering questions, and always left me feeling more confident for each exam.”

- Neil secured a total of 5 grade 9s, 4 grade 8s. He explained, “The nerves were so overwhelming that I couldn’t even open the results myself. My parents opened them and seeing how happy they were became the most important part for me. The teachers at Hammersmith Academy were incredible and always found time to support me one-to-one. The Academy pushes you to achieve your best and become a more confident and well-rounded person.”

- Yaseen reached 6 grade 9s, 3 grade 8s, 1 grade 7. He added, “I was completely shocked when I saw my results, particularly English Literature. It was immensely satisfying knowing how much work I had put in. My teachers were amazing and supported me throughout. I’d 100% recommend Hammersmith Academy, it has helped me every step of the way and given me so many opportunities to prepare for my future.”

- Xela was awarded 2 grade 9s, 1 grade 8, 8 grade 7s, 1 grade 6. She explained, “I was nervous and excited opening my results and was really happy with my Maths and Computer Science grades, as I had improved from my mocks. My teachers supported me by staying after school and running sessions during the half terms. Hammersmith Academy has also given me so many opportunities, from work experience at an engineering consultancy to university taster days and volunteering, helping me develop the skills I need to succeed in the future.”

Headteacher, Gary Kynaston, said:

“These results reflect the hard work and ambition of our students and the dedication of our staff. As a fair-banded school, we educate students from across the full range of academic starting points, so to rank in the top 10% nationally for value added, with students achieving on average at least one grade higher in all subjects than their starting points would predict, is something we are extremely proud of.

We are equally proud of the breadth of our curriculum and the strong results across core, academic and creative subjects. Every student has different strengths and talents, and it is important that our curriculum gives them the opportunity to discover, develop and excel in them.

GCSE success provides an important foundation, but our ambition goes much further. We want every student to leave Hammersmith Academy with the knowledge, confidence and opportunities to take their next steps and ultimately achieve real world success.”

A-Level Results 2026

Hammersmith Academy Sixth Form is celebrating another strong set of A Level and BTEC results, with A Level performance rising across every headline grade measure and students securing places at leading universities including Cambridge, Edinburgh, Warwick, Bath, Imperial and King’s College London, alongside increasingly desirable and competitive apprenticeships including BAE Systems, British Airways, Deutsche Bank, Constructions Logistics Group and Ofcom.

This year, the overall A*–E pass rate reached 100%, with 80% of grades awarded at A*–C, 56% at A*–B and 21% at A*–A.

The results build on the Academy’s strong Sixth Form performance, with A*–C grades rising to 79% (from 73% last year), A*–B grades increasing from 51% to 56%, and A*–A grades rising from 20% to 21%.

There were exceptional performances across a broad range of subjects, with 100% of grades in both Spanish and Media awarded at A*–B, alongside 87% in Sociology, 83% in Psychology and 75% in Economics.

At the very highest level, 40% of Spanish grades and 38% of Psychology grades were awarded at A*–A, while 33% of grades in Maths, Further Maths and Sociology achieved the same top grades.

Students on vocational and mixed pathways also achieved outstanding outcomes, with 96% at Distinction*–Merit and 60% at Distinction*–Distinction. Business achieved 100% Distinction*–Merit, with 68% at Distinction*–Distinction, while Sport and Applied Science achieved 80% Distinction*–Distinction.

Whether students choose an academic or vocational pathway, Hammersmith Academy Sixth Form has the expertise and opportunities to help them achieve real world success. The Academy has invested significantly in specialist Careers and University support, with two dedicated experts providing personalised guidance alongside university visits, employer encounters, careers workshops and an extensive network of partners, preparing students for ambitious next steps beyond Sixth Form.

A-Level Standout Successes

- Sara was the Academy's highest achieving student with A*A*A*A*, she said: "It was an amazing feeling to see all my hard work throughout Sixth Form pay off. The Sixth Form and Careers Team supported me at every stage of my A Level studies and UCAS application, which included mock interviews to regular one-to-one support to develop my personal statement. Their guidance helped me feel prepared and confident throughout the process."
- Becky accomplished A*AAA and will read Psychology at the University of Bath. She said, "I'm so excited to start university. The support from Hammersmith Academy has been amazing throughout the whole process. Miss Harrowes was always there to answer my questions and help with my application, while Miss Brooke helped make my personal statement specific to Psychology. Hammersmith Academy really opens so many doors, and the Careers Team is always there to offer advice, whatever pathway you are considering."
- Hanna achieved A*A*AB to study Mathematics at University of Warwick. • Hanna Talic scored A*A*A to Exeter, Psychology with a Professional Placement.
- Asya secured Dist*AA and is heading to Loughborough University to study Sport & Exercise Science. She commented, "I felt so fulfilled when I found out I had secured my place at Loughborough. Moving away from London felt nerve-wracking at first, but I've gained the confidence to step outside my comfort zone and embrace the opportunities ahead. The support from our teachers has been incredible – whether staying late to work through difficult questions or even bringing us a hot chocolate when we were still revising after 6pm! There's a real community feel at Hammersmith Academy Sixth Form that makes it such a lovely environment to be part of."
- Emilia was awarded AAB and heads to King's College London to read Politics & International Affairs.
- Alec gained A*AA and will study at King's College London for an Accounting & Finance Degree with a year in industry. He commented, "I felt really relieved when I saw my results. Looking back, I really appreciate how much my teachers pushed me and made sure I understood anything I wasn't certain about. The Careers Team also helped me stay calm throughout the application process and really improved my personal statement. Hammersmith Academy has some of the best teachers for

supporting you through your academic journey, especially if you're unsure about what you want to do in the future."

- Ellie takes up her place on a highly competitive degree apprenticeship in Construction Management with Construction Logistics Group. "I enjoyed academia, but through the opportunities the Careers Team gave me, I realised I was much more drawn to the practical world. They introduced me to an industry and career I didn't even know existed and encouraged me to take opportunities I would never have considered myself. I genuinely don't think I would have the confidence and ambition I have today without Hammersmith Academy Sixth Form." • Calum Rojas also found success on a Broadcast Engineering apprenticeship with Ofcom.

- Two students, Numair (A*AA) and Anas (AABC) go on to Imperial College London to study Economics, Finance & Data Science. Numair added, "I initially wasn't sure whether university or an apprenticeship was the right route for me. The Careers Team encouraged me to keep an open mind, explore my options and understand which pathway best suited my ambitions. Their support and feedback helped me strengthen my application and ultimately apply to my dream university. My advice to other students would be to stay open-minded and take advantage of the guidance available to you."

- Leyla earned ABB and will head to Queen Mary University of London to begin a Hispanic Studies & Politics course.

- Tegan achieved AAB and will begin her studies at the University of Edinburgh to read Social Anthropology & Politics. She exclaimed, "I opened UCAS and saw that I'd been accepted into Edinburgh and immediately started crying – I was so happy! It's an amazing feeling to achieve something I wanted so badly. One of the best pieces of advice I received was to keep an open mind and explore courses I might not initially have considered. I'm now going to study one of those courses and actually prefer it to what I originally had in mind. My teachers genuinely wanted me to succeed and were always there whenever I needed support."

Headteacher, Gary Kynaston, said:

"These results reflect the ambition, hard work and resilience of our students, supported by the expertise and dedication of our staff. We are delighted to see another strong set of results, with A Level outcomes rising across all of our headline grade measures and exceptional performances across a broad range of subjects.

For us, success is ultimately about where these results take our students next. Whether progressing to university, a degree apprenticeship or another ambitious pathway, our aim is to ensure every student leaves Hammersmith Academy equipped to achieve real world success. We are incredibly proud of what this year's students have achieved and look forward to seeing what they accomplish next."

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 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.



Read it here >> <https://hammersmithacademy.org/latest-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

Key Dates

- **Closing Date:** Friday, 18th September 2026 – 9.00am
- **Interviews:** To be confirmed

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 2026, 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.