

Pastoral Manager – Venturers' Academy

Job Description

Full Driving Licence is required

The Role

The Pastoral Manager plays a central role in ensuring the smooth, safe and purposeful daily running of Venturers' Academy. Working as part of the wider pastoral team, they coordinate daily logistics, support staff in maintaining consistent routines, and champion the wellbeing, safety and engagement of pupils with autism. The role blends operational oversight with relational leadership, ensuring that every pupil experiences a calm, structured and supportive environment that enables them to thrive.

Key Responsibilities

- Daily operational leadership across ensuring the site is prepared, staffed appropriately and ready for learning.
- Coordination of daily logistics: timetables, transitions, transport, cover arrangements and movement of pupils.
- Pastoral support for pupils promoting positive behaviour, emotional regulation and engagement in learning.
- Identifying safeguarding concerns and following procedures to ensure the wellbeing, safety and inclusion of all pupils by acting as Deputy Designated Safeguarding Lead.
- Supporting staff with behaviour and wellbeing strategies and modelling best practice and offering guidance in autism-specific approaches.
- Liaison with families and external professionals to ensure communication is timely, supportive and solution-focused.
- Contributing to the wider pastoral team by attending meetings, sharing insights and supporting whole-school pastoral initiatives.
- Monitoring attendance, punctuality and engagement by identifying patterns and working with colleagues to implement interventions.
- Crisis and incident management: responding calmly and effectively to challenging situations.

- Maintaining accurate pastoral records by ensuring documentation is clear, compliant and up to date.
- Overseeing the planning and organisation of educational visits and off-site activities ensuring all necessary risk assessments and permissions are in place.

Expected Outcomes & Core Activities

- **Smooth and consistent daily operations across all sites**
 - Daily checks of site readiness
 - Coordination of staff deployment and cover
 - Oversight of transitions, breaks and lunch routines
- **Improved pupil wellbeing and engagement**
 - Regular check-ins with identified pupils
 - Implementation of personalised support strategies
 - Contribution to EHCP reviews and behaviour plans
- **Strong communication and collaborative working**
 - Clear liaison with teachers, support staff and leaders
 - Constructive communication with parents and carers
 - Effective partnership with therapists and external agencies
- **Consistent, autism-informed behaviour support**
 - Modelling de-escalation and regulation strategies
 - Supporting staff to maintain predictable routines
 - Leading restorative conversations where appropriate
- **High-quality safeguarding practice**
 - Accurate recording of concerns
 - Timely escalation to DSLs
 - Contribution to multi-agency safeguarding work
- **Data-informed pastoral decision-making**
 - Monitoring attendance and behaviour patterns

- Supporting interventions and reviewing their impact
- Reporting trends to senior leaders

PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

Thinking Big	<ul style="list-style-type: none"> • Show energy, enthusiasm and passion for what you do • Demand the highest quality in all that you do, and in the work of your team • Willing to champion new ideas and think beyond the status quo • Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better
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	<ul style="list-style-type: none"> • Be open to new ideas and change where it will have a positive impact on the organisation • Show a willingness to embrace different ideas and ways of thinking to improve E-ACT • Ability to ‘look outside’ – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work • Commitment to self-development, and developing your wider Team • Ability to self-reflect on yourself, your performance, and to think about how this could be improved further • Ability to encourage ideas from others in order to improve the organisation and build your team’s confidence
Doing the Right Thing	<ul style="list-style-type: none"> • Have integrity and honesty in all that you do • Make decisions that are based on doing the right thing, even when this means that they’re unpopular or will lead to more work • Take responsibility and ownership for your area of work • Have difficult conversations or deliver difficult messages if that’s what’s required to do the right thing by our pupils • Be transparent and open • Be resilient and trustworthy • Stand firm and stay true to our mission
Showing Team Spirit	<ul style="list-style-type: none"> • Understand how you can have a greater impact as a team than you can as an individual • Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission • Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level • Recognise and celebrate the success and achievements, no matter how small, of your colleagues

	<ul style="list-style-type: none"> • Be generous with sharing your knowledge to help to develop others • Understand and be willing to receive suggestions and input on your area of work from others • Support your colleagues, even when this means staying a little later, or re-prioritising some of your work • Be aware of other peoples' needs and show an ability to offer genuine support • Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams
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KNOWLEDGE, EXPERIENCE & SKILLS

Requirement

E – Essential

Assessed at

A – Application Stage

D – Desirable

I – Interview Stage

P – During the probationary period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	GCSE A-C in English and Maths (or equivalent)	X		X	X	X
	Degree in relevant specialism		X	X	X	X
	Knowledge of autism specific strategies and communication approaches		X	X	X	X
	Understanding the needs of the pupils with complex SEND needs		X	X	X	X
	Awareness of attendance, behaviour and safeguarding monitoring systems		X	X	X	X
	Understanding of positive behaviour support and regulation frameworks		X	X	X	X
Experience	Experience working in SEND or autism focused settings		X	X	X	X
	Experience of working with children who have a wide variety of educational needs	X		X	X	X

	Proven experience in pastoral, behaviour or inclusion roles	X		X	X	X
	Experience coordinating daily operations or logistics across teams	X		X	X	X
	Experience of leading and motivating a team		X	X	X	X
Skills	Ability to remain calm, solution focused and consistent under pressure	X		X	X	X
	Strong organisational and logistical planning skills	X				
	Excellent communication skills with pupils, staff and families	X		X	X	X
	Ability to lead, influence and support staff practice	X		X	X	X
	Confident in managing incidents and making decisions quickly	X		X	X	X