



BEHAVIOUR FOR LEARNING PASTORAL LEAD

JOB DESCRIPTION

Role Purpose:

To lead on AP across the academy supporting the needs of students who struggle in mainstream provision and whom need AP to achieve their full potential To develop innovative best practice solutions to Inclusion within the academy

Key Accountabilities:

Reporting to the Assistant Headteacher Pastoral, this post holder will be accountable for

- Supporting the needs of identified pupils/groups of pupils contributing to more effective learning through improved behaviour and social skills.
- To be an integral part of the pastoral team which include Heads of Year, SENDCO, Vocational educational leads, and Safeguarding Leads.
- Conduct restorative work providing social skills and behavioural support for pupils who find particular areas of education challenging.
- There is a confidentiality component to this role and the post holder needs to hold the trust and confidence of the pupils, parents/carers and teachers. It may acquire information on child protection/family sensitive issues which must be treated carefully and appropriately.

Key responsibilities:

- Work as part of the Pastoral Team in the inclusion unit and in classrooms, this will include assisting HOY in producing PSPs.
- Supervise the Inclusion unit
- Implement established programmes (e.g. anger management, self-confidence, etc) with individuals or small groups.
- Operate reward and sanction systems (in conjunction with the school policy) and work with the pastoral staff on developing and implementing Pastoral Support Programmes.
- Under the direction of the AHT Pastoral Lead, communicate with parents / carers and outside agencies as part of school behaviour improvement strategies. This will include Home Visits.
- Provide a daily lunchtime club / activity for vulnerable students and / or assist in general supervision of students at break times & lunchtimes.
- They will maintain records and collect data relating to behaviour as directed by the AHT Pastoral Lead.
- Where directed, supervise 3pm to 4pm detentions.
- Work with outside agencies to ensure appropriate support and intervention is in place for both pupil and family/carers
- Work with outside agencies to develop workshops, presentations and assemblies for vulnerable groups of pupils

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Support for T&L

- Work with, guide and challenge identified pupils.
- Work with pupils on an individual and group basis to contribute to more effective learning through improved behaviour, attendance and social skills. This may also take place in lessons where appropriate.
- Assist in the recording of behaviour incidents using the school system
- Monitor and report on the implementation of pastoral support plans/interventions with pupils and contribute to the review of these plans.
- Participate in training in order to keep up to date with possible sources of support and strategies for working with pupils.
- Comply and assist with policies and procedures relating to child protection, reporting concerns to an appropriate person.
- To work with identified pupils as an alternative to exclusion and/or to prevent exclusion.
- Communicate with parents to facilitate effective support programmes for the pupils.

Support for the academy:

- Be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection. Reporting all concerns to the appropriate person.
- Attend and participate in meetings as required before and after the school day.
- Participate in training, other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Assist in the supervision, training and development of staff.
- Any other duties commensurate with the duties/responsibilities/grade of the post
- All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties including duties normally allocated to posts at a lower responsibility level, in pursuance of raising pupil achievement and effective team working.

Culture

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.
- Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity and Inclusivity

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

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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.

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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 • 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 • Be generous with sharing your knowledge to help to develop others

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	<ul style="list-style-type: none"> • 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 Maths and English minimum grade 4 or equivalent	X		X	X	
	Recent and relevant CPD.	X		X	X	
	Effective behaviour management skills; able to coach others to develop their skills in this area.	X		X	X	
	Understanding of innovative and creative strategies that enable children to make excellent progress.	X		X	X	X
	Thorough understanding of and commitment to equality of opportunity	X		X	X	X
	Ability to communicate effectively with all members of the school community.	X		X	X	X

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Experience	Experience of child protection/safeguarding with up to date training or willingness to undertake training	X		X	X	X
	Experience of working with pupils with behaviour needs	X		X	X	X
	Experience of leading and managing a team, and of performance management.	X		X	X	X
	Experience of organising department documents, plans of data analysis, target setting, monitoring, evaluation and review.	X		X	X	X
	Experience of working with students with SEND would be beneficial		X	X	X	X
Skills	Ability to work effectively within a team environment	X		X	X	X
	Ability to build and maintain effective working relationships with pupils and parents/carers	X		X	X	X
	Ability to build and maintain effective working relationships with internal colleagues and external agencies	X		X	X	X
	Ability to communicate effectively with a wide range of stakeholders using a variety of media	X		X	X	X
	Ability to hold difficult conversations confidently and effectively	X		X	X	X
	Able to demonstrate resilience, and willing to face new challenges with enthusiasm and positivity.	X		X	X	X
	Ability to work independently and on own initiative; take responsibility for own professional development.	X		X	X	X
	Ability to prioritise workload effectively to meet deadlines and work under pressure	X		X	X	X
	Ability to use ICT and other specialist equipment	X		X	X	X
	Ability to use software, spreadsheets, databases and other packages effectively	X		X	X	X

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