

<b>Job Title:</b>	Pastoral Manager and Deputy Designated Safeguarding Lead	<b>Reports to:</b>	Deputy Headteacher, Pastoral
<b>Location:</b>	SAIL Academy, Salisbury	<b>Accountable to:</b>	Deputy Headteacher, Pastoral
<b>Salary/Grade:</b>	NJC Glos/Wilts Grade J	<b>Hours of Work:</b>	37

## Principle Purpose of the Role

The Pastoral Manager and Deputy Designated Safeguarding Lead will assist the Deputy Headteacher, Pastoral:

- In the strategic leadership and implementation of pastoral care and safeguarding across the school.
- In ensuring robust, timely and effective safeguarding practices in line with statutory guidance.
- In providing expert advice and guidance to staff on behaviour, Thrive, restorative approaches and safeguarding best practice.
- In coaching and upskilling staff in relational practice, co-regulation and professional curiosity.
- In ensuring highly effective planning and responses to pupils' pastoral, behavioural and safeguarding needs.

## Key Duties

Under the direction of the Deputy Headteacher, Pastoral:

- Be a highly visible presence in school; modelling high expectations of conduct, attitudes, punctuality and a vigilant safeguarding culture
- Support whole-school development of behaviour and pastoral policy.
- Lead and coordinate Thrive across the school, ensuring high-quality assessment, intervention planning and impact analysis.
- Act as Anti-Bullying Lead, ensuring timely investigations, accurate recording and restorative follow up.
- Work with families and stakeholder groups to build a shared understanding and consistent approaches
- Work with external agencies, parents and carers, communicating expert knowledge of pupils.

## STUDENTS AND STAFF

Under the direction of the Deputy Headteacher, Pastoral:

- Line manage pastoral staff, ensuring high standards and effective reporting.



- Meet regularly with staff to monitor behaviour, attendance, wellbeing and safeguarding concerns.
- Embed clear routines and expectations for safeguarding and behaviour across the school – through direct modelling and work with staff

## SYSTEMS AND PROCESSES

Under the direction of the Deputy Headteacher, Pastoral:

- Develop and manage agreed systems, structures and timetables – ensuring pastoral provision and coverage is consistently in place
- Lead behaviour support: drafting behaviour support plans, risk assessments; managing responses to incidents; debriefs; embedding learning.
- Develop and monitor Positive Behaviour Support plans, strategies and Risk Assessments for identified pupils.
- Analyse pastoral data, identifying trends and providing impact reports for leadership.
- Ensure safeguarding records are accurate, timely, confidential and compliant with statutory guidance.

## SAFEGUARDING

As a Deputy Designated Safeguarding Lead (DDSL – Level 3 trained), the post holder will:

- Receive, assess and respond to safeguarding concerns.
- Make referrals to children's social care, LADO, police and other agencies as appropriate.
- Attend and contribute to child protection conferences, core groups and strategy meetings.
- Promote and model a strong whole-school safeguarding culture.

## Generic Responsibilities

- To maintain ongoing Continuous Professional Development (CPD) activity and undertake any in-service training related to the post, including annual mandatory and role-specific training.
- To maintain regular contact and good working relationships with all staff throughout the Trust and external organisations.
- To maintain the security of the data held in the Trust systems in line with all relevant legislation, including the Data Protection Act 1998 and UK General Data Protection Regulations.
- To actively participate and attend team (and other) meetings as required for updates regarding Departmental procedures and action accordingly.
- To support the Trust's internal and external audit processes.
- To act as an exemplary role model of the Trust's values and behaviours.
- To ensure that safe working practices are followed in respect of all areas within the provisions of The Health and Safety at Work Act 1974.
- To comply with Trust Policies and Procedures.
- To maintain confidentiality about clients, staff, and other Trust business. The work is of a confidential nature and information gained must not be communicated to other people except in the recognised course of duty. The postholder must always meet the requirements of the Data Protection Act.
- To be aware of, promote and implement the Trust's Quality and Information Security Management Systems.



- To report to line manager, or other appropriate person, in the event of awareness of bad practice.

### **Staff Development and Performance**

- The post holder will have an appraisal of performance each year and will be responsible for agreeing a development plan in agreement with their manager or immediate supervisor. The development plan will be reviewed each year.
- The Trust will aid and agree development objectives for the postholder to enable the postholder to achieve their objectives and standards in line with the development plan.
- If the postholder feels they are not achieving their objective as agreed in the development plan they will bring it to the attention of their line manager at the earliest opportunity.

### **Demands and Working Conditions**

- This is an operational post and there will be considerable conflicting work demands, deadlines and interruptions, particular during peak periods and operational deadlines.
- The postholder is to undertake other duties commensurate to the grade of the post.
- Adhoc travel to attend training events and meetings may be required.
- There may be occasions when it will be necessary to cover other roles within the team or to work with other colleagues when there are peaks and pressing issues.
- There may be a requirement to spend large amounts of time working on sensitive information, for example, reports and audits.

**Note:** You may be required to perform duties other than those given in the job description for the post. The duties and responsibilities attached to posts may vary from time to time without changing the character of the duties or the level of responsibility entailed. As such, the job description therefore is not intended to be exhaustive. It is also subject to change in the light of service developments and in consultation with the postholder and their manager. The post holder will be expected to adopt a flexible attitude to the duties to meet deadlines.



## Person Specification

Education and Training			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Qualifications specific to the role e.g. Thrive practitioner, behaviour specific qualifications or training etc	E	X	X
Good academic achievement, including an appropriate degree, or working towards the completion of a relevant degree	E	X	X
Evidence of recent and relevant further professional development in preparation for a leadership role	E	X	X
Level 3 Safeguarding / DDSL training	E	X	X
Thrive leadership qualification	D	X	X
Whole-school leadership experience	D	X	X
INSET/CPD delivery experience	D	X	X
De-escalation training	D	X	X
Experience, Knowledge and Skills			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Proficiency in Microsoft Office programs, specifically, Word, Excel, Outlook, PowerPoint	E	X	X
Knowledge of how to work and maintain confidentiality in relation to data/information at all times	E		X
Ability to read, write and communicate effectively in English in order to deliver in all aspects of the role	E	X	X
Previous experience of working in the education sector	E	X	X
Successful experience as a Pastoral Manager in a Special School	E	X	X
Successful experience in dealing with safeguarding concerns and multi-agency working	E	X	X
Involvement in school self-evaluation, development planning and the use of data	E	X	X
Experience of contributing to staff development	E	X	X
Extensive experience of working with and managing children who have behaviours that challenge and creating and adapting plans to meet their needs	E	X	X
A strong working understanding of how to support students pastoral, social and emotional needs in a school setting	E	X	X
Line management experience	D	X	X
Personal Attributes			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Highly organised and able to manage a busy workload	E	X	X
Commitment to safeguarding and promoting the welfare of children and young people	E	X	X
Clear understanding and working knowledge of Reach South Academy Trust, its ethos and values partners, relevant systems and procedures	E	X	X



Demonstrate personal and professional integrity, including modelling values and vision;	E	X	X
Commitment to promote and support the aims and value partners Reach South Academy Trust	E	X	X
Motivated to work within the education sector and alignment with Reach South values and behaviours	E	X	X
Excellent time management skills, particularly when working under pressure whilst giving attention to detail	E	X	X
Led whole school initiatives	D	X	X

