



## JOB DESCRIPTION | Pastoral Manager

Reports to:	Head of Year
Hours of work:	37 hours per week, 41 weeks per year (term time + 3 weeks)
Salary Grade and Point:	OAT Grade 6, Points 20 - 25

### ROLE PURPOSE

Under the direction of the Head of Year, with close links to the Senior Vice Principal and Assistant Principal for Behaviour and Attitudes, the post holder is responsible for providing exceptional pastoral care and support to students in their assigned year group.

### TARGETED BEHAVIOUR SUPPORT

- Manage the behaviour and welfare of students and work effectively with academy staff, families and other external stakeholders to overcome barriers to learning.
- Implement appropriate support and intervention to ensure students can progress.
- Raise levels of attendance through thorough analysis of patterns, running meetings to identify barriers and with a relentless approach.
- Undertake the assessment of needs of individual students.
- Responsible for the supervision of individual or small groups of students to provide advice, motivation and support on behaviour and welfare issues.
- Advise Assistant Principal and/or Head of Year in the production and implementation of whole school plans, initiatives and strategies to improve student behaviour.
- Manage a caseload of students in improving behaviour, supporting welfare and learning.
- Manage the supervision of students excluded from school or following a different timetable.
- Support the re-integration of students back into school to help prevent future exclusions.
- Work with feeder schools to ensure smooth transition of students between phases.
- Support with duties at social times and in the reflection room to ensure students are safe and have expectations clearly modelled in accordance with our academy values.
- Act as a Designated Safeguarding Lead (DSL) for assigned year group.

### SYSTEMS, POLICIES AND PROCEDURES

- Develop practices to engage parental support in modifying unacceptable student behaviour and supporting welfare.
- Adhere to safeguarding requirements as well as health and safety.

### BUILDING PROFESSIONAL RELATIONSHIPS

- Liaise with external agencies to improve student behaviour and welfare.
- Liaise with parents/carers of excluded students to explain the reasons for exclusion and agree a way forward including procedures for a return to school.

- Provide advice and support to parents/carers of excluded students and/or those where there are significant behavioural and welfare concerns.
- Motivate parents/carers and students to improve behaviour, support welfare and attendance.
- Liaise with relevant senior management with regard to any safeguarding concerns.
- Liaise with teaching staff to provide particular support to targeted students to raise achievement, behaviour, support welfare, attendance and to help them overcome barriers to learning.

#### **RECORD KEEPING AND INFORMATION MANAGEMENT**

- Maintain case files of excluded students, recording contact with the student and their families and carers.
- Provide reports on the impact of behaviour intervention strategies and provide feedback on behaviour and attendance statistics, whilst ensuring welfare needs are met.

#### **PROBLEM SOLVING AND DECISION MAKING**

- Required to interpret complex information and situations and solve difficult problems and develop solutions.
- Access to line manager for serious problems.

#### **KNOWLEDGE, SKILLS AND EXPERIENCE**

- Knowledge and skills equivalent to national qualifications at level 3 plus knowledge of procedures, practices and techniques for behaviour and welfare management.
- IT and keyboard skills.
- Knowledge and compliance with policies and procedures relevant to health and safety and child protection.

#### **GENERIC RESPONSIBILITIES**

- To work within all academy policies and procedures, with significant responsibilities in line with the including Pupil Behaviour Policy and Safeguarding Policy.
- To contribute to the provision of an effective environment for learning and personal development.
- To support the promotion of positive relationships with parents and outside agencies.
- To comply with all Health & Safety at work requirements, in line with the Academy Health and Safety Policy.
- To contribute to the overall ethos, work and aims of the academy.
- To actively engage with Academy Goal Setting processes.
- To identify personal training needs and other learning activities as required.
- To develop an understanding of policies and procedures, complying with their contents and raising concerns in a timely manner.
- To recognise own strengths, areas of expertise and use these to advise and support others.
- The post holder may be required to undertake other duties that are commensurate to the post holder's abilities, position and grade.
- The duties listed above are examples of duties at this level and other duties of a similar level/nature may be undertaken by individuals and are not excluded because they are not itemised.

#### **FLEXIBILITY CLAUSE**

Other duties and responsibilities, express and implied, which arise from the nature and character of the post within the Academy's (or section) mentioned above or in a comparable post in any of the Academy's other sections or departments.

#### **VARIATION CLAUSE**

This is a description of the job as it is constituted at the date shown. It is the practice of this Academy to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any

proposed changes. This procedure will be conducted by the appropriate manager in consultation with the postholder. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible the Principal reserves the right to make changes to your job description following consultation.

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. It is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act. Any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority.

**PERSON SPECIFICATION | Pastoral Manager**

Qualities and Attributes	Selection criteria
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Educated to at least NVQ Level 3 or equivalent in a relevant qualification to this role.</li> <li>• A minimum of GCSE grade 5 (previously C) in English and mathematics or equivalent.</li> <li>• Current first aid certificate (or a willingness to be trained in first aid).</li> <li>• Evidence of relevant and challenging continuing professional development.</li> </ul>
<b>KNOWLEDGE AND EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Experience of working effectively in the support of young people in a learning environment.</li> <li>• Good understanding of the principles of child development and learning processes and in particular, barriers to learning.</li> <li>• Evidence of having developed and sustained effective relationships with young people in a pastoral context.</li> <li>• Evidence of implementing excellent behaviour and welfare management strategies leading to the development of positive attitudes in young people, particularly towards education and learning.</li> <li>• Effective use of ICT and technology.</li> <li>• A strong understanding and commitment to the academy's ethos and approach to student learning and achievement.</li> <li>• Evidence of ability to contribute to safeguarding and protecting the welfare of children.</li> <li>• Evidence of the ability to successfully motivate young people.</li> <li>• The ability to communicate effectively to different audiences both orally and in writing, including the ability to promote the image of the school.</li> <li>• Experience of working effectively with a range of internal and external stakeholders, including parents and carers.</li> </ul>
<b>PERSONAL QUALITIES</b>	<ul style="list-style-type: none"> <li>• Ability to work under pressure in a fast paced and often changing environment.</li> <li>• Ability to effectively build supportive and respectful relationships with students, families and internal and external stakeholders.</li> <li>• Compassionate and empathetic, but with the ability to effectively embed Academy policies and rules relating to behaviour, attendance and safeguarding.</li> </ul>