

## Job Description

<b>Job Title:</b>	Pastoral Leader
<b>Responsible To:</b>	Designated member of the Leadership Team
<b>Hours:</b>	Full Time
<b>TLR Level:</b>	TLR1b
<b>Latest Review Date:</b>	March 26

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This job description allocates duties and responsibilities, but does not direct the particular amount of time to be spent on carrying each out.

This post is part of the School's leadership. The post holder has a teaching and learning responsibility in the area of Pastoral Leadership.

Within that Pastoral Area the teacher will:

- Impact on educational progress beyond their assigned students.
- Lead, develop and enhance the teaching practice of others.
- Be accountable for leading, managing and developing whole School policy and practice in the identified pastoral area.
- Have line management responsibility for a significant number of people.

The post holder will actively support the School's 'Raising Achievement for All' culture and participate in whole School self-evaluation and development.

The broad purpose of this post will include:

- Raising standards of student achievement within the School.
- Undertaking the professional duties of a teacher.
- Undertaking duties/roles and responsibilities assigned to him/her by the Headteacher.

### Generic responsibilities:

- Contribute to the teaching of a specified subject and in other areas as agreed.
- Act as a positive, professional role model for all staff.
- Co-ordinate overall progress, pastoral and academic, of the Year group and each individual within it.
- Ensure and maintain consistently high standards of student behaviour and appearance.
- Promote and monitor good attendance and punctuality. Identify and ensure that patterns of absence and/or lateness are followed up through liaison and regular meetings with the Student Support Officer.
- Ensure that national or school initiatives are implemented.
- To ensure that relevant Ofsted guidance is followed and evidence kept to demonstrate compliance and outstanding practice.
- Safeguard and promote the welfare of students within the Year group.
- Develop a vision and ethos for the Year group shared with students, parents and the year team delivered through a Development or Action Plan including achieving agreed targets.
- Promote and develop an inclusive environment within the Year group.
- Ensure the cohesion of the Year group.

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- Ensure that a climate of equal opportunity flourishes in the Year group and that harassment and discrimination are tackled effectively.
- Ensure that the Year group has a robust anti-bullying ethos.
- Actively promote and maximise the opportunities for students provided by the School.
- Promote team work and the sharing of good practice.
- Work proactively with parents to ensure that parental enquiries/concerns are responded to in line with School policy.
- Ensure effective two way communication with parents.
- Meet with parents as required for example relating to exclusions or concerns about student progress.
- Ensure Student Voice within the Year group has the opportunity to contribute to the development and direction of the Year group, including through sampling of student views.
- To monitor individual students and identifiable groups of students within the Year group and ensure provision is in place to tackle underachievement.
- Support teachers in planning appropriate classroom management and teaching strategies to raise student attainment within the Year group.
- Liaise with tutors and relevant curriculum staff about the academic progress of individual students.
- Ensure Lesson Monitor data is used and acted upon effectively.
- Oversee rewards and sanctions to students in the Year group.
- In liaison with internal support (eg SISPO), ensure students have access to additional help as required.
- Attend Pastoral Leader meetings and any other meetings as required, for example Inclusion or outside agency meetings.
- Ensure that students requiring additional or external support are appropriately referred through the SLM.
- Engage with outside agencies when necessary.
- Co-ordinate and monitor relevant mentoring systems as appropriate.
- Identify students at risk of disengagement and implement appropriate strategies to counter this.
- Ensure written education plans (eg PSP's, PEP's, ISP's etc.) are in place and available to staff.
- Ensure that there is appropriate provision in areas of SEND, G&T, Inclusion, Year group activities and rewards for example, to promote the ethos and inclusivity of the Year group.
- Be available to give advice, counselling and support to students.
- Organise Parent Consultation Evenings, Parent Tutor Evenings and other Year group events.
- Organise the placement and induction of new students to tutor groups and liaise with the relevant staff concerning class, group, option/placement changes.
- Line manage, monitor, develop and support tutors and ensure their professional development.
- Organise and chair effective tutor team meetings.
- To raise awareness and ensure Tutor period is used effectively and productively to promote student welfare and achievement and to deliver quality assemblies.
- Co-ordinate social, charity and extra-curricular Year group activities.
- Maintain efficient record systems.
- To take a leading role in any managed move procedures.
- To ensure relevant statistics and data are available as required.
- Play a part in the School's health and safety procedures.
- Liaise with members of the Leadership Team as necessary.
- Carry out any other relevant and appropriate tasks as directed by the Headteacher or his appointed Deputy.

#### **General Duties**

With due regard to the above, to carry out such other appropriate duties as may be required. To play a part in the Health and Safety procedures of the school, including reporting concerns to the Deputy Headteacher/Curriculum Area Leader. See the School's Health and Safety Policy.

#### **Notes**

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The Post holder must be prepared to carry out additional duties, which may reasonably be required by the Headteacher. The duties of this post may vary from time to time, as required by the changing needs of the School as directed by the Headteacher, without changing their general character or level of responsibility.

This job description is subject to review and amendment in line with changing School requirements. It is hoped that all Staff will play a full and active part in the general life and activity of the School.

### **Context**

All classroom teachers are role models to students within the school and at all times the values, vision and ethos of the school must be evident in their attitude and behaviour.

In order to promote and achieve the school vision and purpose the teacher should meet the core (C) standards as per the National Professional Standards for Teachers in England from September 2007.

The Job-holder will ensure that Icknield High School's policies are reflected in all aspects of his/her work, in particular those relating to; Equal Opportunities, Health and Safety, Data Protection Act (1984, 1998)

It is the individual's responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the **Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020)**. A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the School / Authority.

**Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via [www.disclosure.gov.uk](http://www.disclosure.gov.uk)**

**Person Specification for the role of Pastoral Leader**

Please note that the information below, along with the relevant Job Description, acts as the selection criteria and should be used as guidance when completing your application for the post.

**Key:**

- Essential - without evidence of which the candidate would be declined
- Desirable - useful for the role but not essential, may be used when making decision between two otherwise equally appointable candidates.

	Essential	Desirable	
<b>Qualifications &amp; Experience</b>			
Qualified Teacher.	•		Application Reference Interview Proof
Experience of leading and managing staff.	•		Application Reference Interview
Experience of working with external agencies.	•		Application Reference Interview
Evidence of relevant professional development.	•		Application Reference Interview
Evidence of successful teacher.	•		Application Reference Interview
Previous experience as a Pastoral Leader/Head of Year.		•	Application Reference Interview
<b>Knowledge, Skills and Abilities</b>			
Proven track record as an effective tutor.	•		Application Reference Interview
Excellent oral/written communication skills.	•		Application Reference Interview
Excellent presentation skills.	•		Application Reference Interview
An ability to represent the school to parents.	•		Application Reference Interview
An ability to explain and implement a firm, fair, consistent approach to behaviour management.	•		Application Reference Interview
An ability to display a vision for student support beyond day to day routines.	•		Application Reference Interview

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Effective, efficient administrative skills including handling data, using SIMS and Lesson Monitor.	•		Application Reference Interview
An understanding of factors affecting the achievement of 'groups'.	•		Application Reference Interview
An ability to draw conclusions from data and implement action plans for individual students to address issues arising.	•		Application Reference Interview
An understanding and knowledge of the wide range of internal and external agency support.	•		Application Reference Interview
An ability to work as part of the wider Pastoral Team		•	Application Reference Interview
<b>Leadership</b>	<b>Essential</b>	<b>Desirable</b>	
An ability to challenge, support and motivate.	•		Application Reference Interview
An ability to build a positive role model image with students.	•		Application Reference Interview
An ability to develop a presence and authority amongst students for example, whilst conducting a Year assembly.	•		Application Reference Interview
A commitment to the professional development of the tutor team.	•		Application Reference Interview
An ability to demonstrate a vision for the development of the Year group.	•		Application Reference Interview
<b>Personal Qualities</b>	<b>Essential</b>	<b>Desirable</b>	
Tact, integrity and an ability to inspire confidence in both staff and students.	•		Application Reference Interview
Ability to prioritise and cope with a demanding work load.	•		Application Reference Interview
High levels of motivation and commitment.	•		Application Reference Interview
Commitment to equal opportunities.	•		Application Reference Interview
Obvious commitment to the education, welfare and inclusion of young people from diverse backgrounds.	•		Application Reference Interview
<b>Equality Issues</b>	<b>Essential</b>	<b>Desirable</b>	
Demonstrable commitment to inclusive teaching and learning.	•		Application Reference

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			Interview Practical
Awareness of the effects of discrimination on students, parents, colleagues and policy	•		Application Reference Interview

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.