



Role Profile - Pastoral RSL					
Job Title	Pastoral RSL	Job No. (Office Use)		Band/Band Range- (for career grades)	Grade E
	UTC Plymouth				
Reports to (Job Title)	Assistant Headteacher				
Suitable for Job Share (Y/N)	no		If No		
Location	UTC Plymouth				
CRB check required	Enhanced DBS check required				
Job Purpose	<p>To embed and cultivate the quality of education and care offered to students through promoting the highest possible standards of education, equality of opportunity and an environment that is conducive to excellence in teaching and learning. To promote the standards, expectations and ethos of UTC Plymouth and manage a pastoral team.</p> <p>To have oversight of transitions and work with KS3 alongside another KS3 PL.</p>				

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Decision Making

- Lead and manage a team of Mentors to achieve UTC's aims and mission.
- Work alongside the Key Stage Pastoral Leads in order to ensure consistency of standards
- Ensure mentors maintain accurate and full records on student progress
- Ensure policies and procedures are followed by mentors and students
- Monitor, assess and develop the roles of mentors
- Liaise effectively with parents
- Have oversight of pastoral decisions, alongside Director of Pastoral Care
- Report regularly and effectively to SLT on progress of students
- Deliver an effective pastoral programme
- Have oversight of extra-curricular and enrichment opportunities for your Year Group liaising with those with responsibility in these areas
- Lead on Primary Transition

*The post holder has access to a manager for advice and guidance on unusual or difficult problems, in this case the Director of Pastoral Care

Accountability**Impact on educational progress**

- Maintain a cross curricular overview of a student's academic progress across the school
- Contribute to the strategic recruitment and retention of new students
- Meet with curriculum leads and Inclusion Lead to ensure targets and strategies are implemented ● Assist in the planning, implementation and monitoring of programmes for students with special needs in line with the SEND Code of Conduct and in conjunction with the SEND Coordinator
- Ensure that mentors record and monitor pupil attendance and support them in achieving maximum pupil attendance by following the college attendance procedure
- Conduct back to work interviews when required and/or ensure mentors are following this process
- Assist the SLT in strategy and target setting, reporting to them regularly
- Report to Governors as required
- Use Arbor effectively as a monitoring, recording and analysis tool
- Support individuals and the team's professional development
- Deliver CPD based on improving strategies and support for primary transition and supporting KS3

Pastoral Care

- Identify areas where students need additional support and work with appropriate agents to implement

	<ul style="list-style-type: none"> ● Support mentors in seeking parents'/carers' support in achieving pupils' progress ● Monitor mentor time and ensure expectations and guidelines are followed by all ● Ensure there is a clear mentor programme mapped that includes PSHE/British Values/SMSC and to evaluate its effectiveness ● Interview new student candidates ● Organise and attend parents/carers evenings in conjunction with SLT and Director of Pastoral Care ● Have oversight of student voice through organising Student Leadership Group in conjunction with ELT <p>Other</p> <ul style="list-style-type: none"> ● Establish and maintain links with other relevant individuals, internally and externally ● Develop and maintain positive home school links and links with primary schools ● Ensure students know, understand and follow the school's behavioural policies ● To promote and safeguard the welfare of young people ● To maintain order and discipline among the students and safeguard their health and safety both on site and off site in educational activities ● Ensure rewards and sanctions are adhered to ● Organise Reward/Award events in conjunction with Director of Pastoral Care and AHT
<p>Demands</p>	<p>There are periodic requirements for lifting, stretching and considerable physical effort required when preparing classrooms for lessons and clearing away afterwards and when assisting with the display of student work. The work may involve some crouching, stretching and working in awkward positions.</p> <p>Sessions can be demanding physically, therefore require a moderate level of fitness.</p>

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<p>Working Conditions</p>	<p>Post holder mainly operates within classroom based conditions and there is regular background noise. There may be some exposure to environmental conditions when supervising pupils/students outside at lunchtime and during off-site activities and school trips. There may, on occasion, be the need to deal with emergencies in the classroom and deal with bodily fluids when providing personal care to students/pupils.</p>
<p>Experience, Knowledge and Qualifications</p>	<p>Essential:</p> <ul style="list-style-type: none"> ● Experience and knowledge of supporting students pastorally ● Knowledge and experience of using a range of strategies to deal with high needs behaviour, communicating with parents, safeguarding and attendance ● Knowledge and experience of outside agencies and alternative provisions ● Experience of working in a pastoral role in a number of different circumstances ● Evidence of impact on supporting student progress within curriculum areas across the board ● Awareness of and compliance with policies and procedures relating to Child Protection, Health, Safety, and Security, Confidentiality and Data Protection
<p>Skills and Technical Competencies</p>	<ul style="list-style-type: none"> ● Post holder will encounter various problem and will need to find solutions to supporting a wide range of students with various needs ● Post holder has extensive contact with pupils and students, which involves mentoring, motivating, advising, guiding and imparting skills and knowledge as well as monitoring behaviour and attendance ● Interpersonal and communication skills required to liaise with students, parents, teachers, other school staff, and school leaders and at times outside agencies e.g. social workers

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**Corporate
Standards**

- Act at all times in accordance with appropriate legislation and regulations, codes of practice, the provisions of the UTC's constitution and its policies and procedures.
- Work within the requirements of the UTC's Health and Safety policy, performance standards, safe systems of work and procedures.
- Undertake all duties with due regard to the corporate equalities policy and relevant legislation.

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