

JOB DESCRIPTION

Job Title: Pastoral Year Lead
School: Rivington & Blackrod high School
Grade: Grade F SCP 17-23
Reports to: Deputy Head Teacher

Line management responsibility: NA

Main purpose of the job: To provide support for pupils, staff and Deputy Head teacher across the Key Stages to overcome any barriers that prevent effective learning from taking place. To provide a positive, proactive approach to behaviour, punctuality and attendance issues to enable pupils to maximise their potential.

Key duties and responsibilities

1. Support for the Pupil

Act as a role model and establish positive working relationships with pupils. This will involve:

- Promoting and ensuring the Health and Safety and good behaviour of pupils at all times including managing incidents of inappropriate behaviour
- Empowering students to exercise a positive influence on their peers
- Working with students to increase their confidence thus enabling them to achieve to their full potential
- Provide guidance to support their social, health and hygiene development
- Providing information, advice and guidance to help students to make positive choices about their own learning, behaviour and attendance and encourage the development of independent learning
- Supporting students to meet school standards

To use appropriate strategies and resources to support students' learning. This may include supporting students who may:

- Enter R.B.H.S. mid-year due to relocation, a managed move, or exclusion from another school.
- Be working on a modified timetable
- Need re-integration support following internal exclusion
- Have unexplained absence or have a record of in-school truancy
- Be excluded or on long term absence

Assist with the transition of students from Key Stage 2 or to Key Stage 4 as appropriate

2. Support for the Teacher

To support the DHT and pastoral team in planning and adjusting learning activities and managing behaviour initiatives, pastoral and learning plans as appropriate. This will involve:

- Liaising with internal teams to overcome barriers to learning
- Promoting anti-bullying, general discipline and behaviour and anti-racism policies

- Assisting with the assessment of students to identify specific needs to identify early signs of specific needs and disengagement.
 - Providing feedback to staff in relation to students' progress, achievement, behaviour and attendance
 - Ensuring effective and efficient management of learning resources, school planners etc within the year group
 - Responding to any reasonable request that will aid the progress of students within school
- Support the creation of a climate, which enables all staff to develop and maintain positive attitudes to and with the year groups and the confidence to work in teams.

3. **Support for the school**

To support the implementation of policies and practices for the key stage which reflect the schools commitment to high achievement, effective teaching and learning, good attendance and punctuality.

Establish a clear understanding of the importance and role of the pastoral curriculum in contributing to the spiritual, moral, cultural and emotional development of learners and so prepare them for the opportunity and responsibility of adult life.

To establish fair, respectful, trusting, supportive and constructive relationships with parents/carers and outside agencies. This will involve:

- Exchanging information as appropriate
- Establishing a partnership with parents to help contribute to the successful learning of their sons/daughters and undertaking home visits as required
- Liaising with local authority personnel and external agencies where appropriate
- Attending meetings with external agencies e.g. Child in Action meetings and statutory review meetings as directed
- Supporting multi-agency teams with Referrals and agreed support strategies
- Supporting school referrals to alternative provisions
- Supporting other team members to give greater capacity for casework, interventions, home visits etc

Be aware of and comply with policies and procedures relating to child protection, health, safety, security and confidentiality, reporting all concerns to an appropriate person

4. **Reporting on student progress**

To support the team and management of school systems and processes. This will involve:

- Initiating and overseeing the collation of material for student reviews ie. Monthly attendance, IBP's, PSP's, Exclusions, updating CPOMS
- Writing, implementation and reviewing student progress against report targets
- Monitoring of students on report

Recognise own strengths and areas of expertise and use them to advise and support others.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

PERSON SPECIFICATION

Job Title: Pastoral Year Lead

| Qualifications and training | Essential | Desirable |
|----------------------------------------------------------|-----------|-----------|
| Level 2 or higher in English/Literacy & Maths | ✓ | |
| NVQ 3 or equivalent qualification in relevant discipline | | ✓ |
| Continuous professional development in a relevant area | | ✓ |

| Experience, knowledge, and skills | Essential | Desirable |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| Working alongside young people in an educational setting | ✓ | |
| Ability to work collaboratively with colleagues to carry out the role effectively, knowing when to seek help and advice | ✓ | |
| Customer Care - Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users. | ✓ | |
| Valuing Diversity - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage. | ✓ | |
| Developing Self and Others - Ability to question, and request right training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. And to support others' learning and share learning with others | ✓ | |
| Full working knowledge of relevant policies/ codes of practice and awareness of relevant legislation | ✓ | |
| Relevant First aid knowledge | | ✓ |
| Willingness to participate in relevant training and development opportunities | ✓ | |

| Personal attributes | Essential | Desirable |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| Effective in the use of ICT | ✓ | |
| Demonstrate and promote the positive values, attitudes and behaviour they expect from pupils with whom they work | ✓ | |
| High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements | ✓ | |

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| A commitment to equality and diversity policies | ✓ | |
| A commitment to Health and Safety | ✓ | |
| A commitment to child protection and safeguarding | ✓ | |
| Ability to remain calm under pressure | ✓ | |
| Ability to communicate across all levels | ✓ | |
| Ability to self-evaluate learning needs and actively seek learning opportunities | ✓ | |
| Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners | ✓ | |
| Able to liaise sensitively and effectively with parents and carers recognising their role in pupil learning | ✓ | |

| Special requirements | Essential | Desirable |
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| Satisfactory enhanced DBS certificate | ✓ | |
| Medical clearance | ✓ | |
| Two satisfactory references | ✓ | |
| Full UK driving license and access to a car during working hours | | ✓ |

The Trust is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure from the Disclosure and Barring Service (DBS). The school is committed to safeguarding and promoting the welfare of children and young people and it expects staff and volunteers to share this commitment.