



Job Description

Role	Pastoral Manager	School/Department	Cranbury College
Grade	Grade 8, SCP 30-34	Reports to	Assistant Headteacher
Job evaluation code	MET210	Hours	37 hours per week, TTO plus INSET days
Purpose	To operationally manage the pastoral support team within a special/AP setting in Maiden Erlegh Trust ensuring that effective work with students, who present significant challenges in terms of their integration into the school community and learning environment, is implemented. These challenges may come from their behaviour, emotional or social difficulties, persistent absence and/or poor self-esteem. To be a part of the solution for discharging our responsibilities under child protection		
Scope	Staff responsibilities:	Financial accountability:	
	Line management of pastoral support team	None	
Relationships	The postholder will garner positive relationships with a range of stakeholders. These will include, but are not limited to, school leaders and colleagues in other Trust schools, school staff, students, parents/carers and external agencies as required.		
Supporting Maiden Erlegh Trust	The postholder may occasionally be required to support other schools in the Trust.		
Main duties and responsibilities	<p>Operational Management of Pastoral support team</p> <ul style="list-style-type: none"> • To operationally manage the Pastoral Team (Behaviour Support Workers) daily, promoting collaboration and support for each other. • To ensure structure, progress and impact for students who receive support from the Pastoral Support Team. • To log, monitor and keep records of students' attendance and completed work. • To coordinate the logging of intervention and impact in Bromcom for the Inclusion Team. • To lead in the development of resources for the Pastoral support team, in line with current advice and guidance. • To direct and ensure appropriate training is taking place for the team (both internally and externally). • To chair meetings and deliver training for the team. • To liaise with SENDCO, Attendance Officer, Outreach Worker and SLT on issues arising, being proactive in overcoming barriers to progress. • To maintain regular and effective communication with staff regarding referrals and progress. • To produce half termly analysis of the work and impact of the Pastoral team, to be presented to SLT. 		



- To set a high standard of work ethic to all, and to be an excellent role model to staff with regard to positive behaviour management and therapeutic approaches whilst ensuring school policy is followed.
- To support and contribute to the commissioned services offer directed by the AHT.
- To lead behaviour and rewards, analysing data and implementing strategies in discussion with the SLT.
- To lead weekly student tracker meetings.
- To attend daily briefing meeting ensuring the team are fully prepared for the day.
- Direct Line Management of Pastoral Support Team, in communication with SLT.

General Inclusion Work

- Effective mentoring of targeted students.
- Providing support for allocated students with their schoolwork either directly (e.g.: making up missed work, organising their studies, preparing them for examinations and assessments) or indirectly by liaising with school staff.
- Liaison as appropriate with parents and outside agencies.
- Ensuring accurate record keeping and reporting to SLT, SENCO and CP Leads as appropriate.
- Being an active member of the solution for discharging the school's responsibilities under child protection.
- Contributing as necessary to formal and statutory meetings with outside agencies under the guidance of senior staff (e.g.: Child in Need, Team around the Child, Child Protection Core Groups).

Behaviour Support

- To support the positive behaviour management within the school, overseeing Supported Study and the processes to ensure students are returned to class as quickly as possible, where possible.
- To support the pastoral and Senior Leadership Team with upholding the school policy and supporting staff where needed.
- To be pro-active in using all available data to identify students that are at risk of exclusion from school and intervening at an early stage to prevent this through mentoring.
- To support with duties, On Patrol, On Call and any other behaviour interventions implemented, as required. In addition, to help manage the reactive behaviour arrangements in line with school policy.
- To liaise with parents where needed and provide recommendations for next steps with students.
- To have the ability to use behaviour management strategies appropriately and in context.
- To support staff in feeling confident with positive behaviour management, and support where needed i.e., meetings, restorative conversations.
- To operationally run the school floor daily.



	<ul style="list-style-type: none">• To coordinate the behaviour team with any patrols or duties needed.• To operationally and strategically manage behaviour processes, including recording and reporting.• To provide a variety of proactive and reactive support for students throughout the school day.• To coordinate in house behaviour interventions, ensuring tracking and monitoring is clear.• Consistently upholding standards of behaviour, attitude to learning, and discipline within the cohort.• To coordinate and implement strategies to monitor progress and impact on student behaviour, including personalised plans and reports.• To ensure key processes are followed thoroughly for behaviour incidents in line with trust policy.• To represent the college in meeting with parents, both formal and informal for example behaviour concerns and reintegration meetings. <p>Any other duties that reasonably fall within the purview of the post, which may be allocated after consultation with the post holder.</p>
Other requirements and responsibilities	Level of DBS required: Enhanced with Children's Barring list



Person Specification

Role	Pastoral Manager	School/Department	Cranbury College
Qualifications, training and education	<ul style="list-style-type: none"> • Grade 4 or equivalent in English and maths. • Safeguarding Level 3 Trained (or willingness to attend course). • ELSA qualification is desirable or equivalent experience/ qualifications. 		
Experience	<ul style="list-style-type: none"> • Experience of managing a team, preferably a team that has worked with vulnerable children. • Knowledge of National Curriculum. • Knowledge of relevant learning strategies. • Knowledge of the standard of work expected from students. 		
Skills and abilities	<ul style="list-style-type: none"> • Ability to work within a team environment and also able to work independently. • Ability to use ICT effectively to support learning. • Positive behaviour management, particularly those who are vulnerable. • Excellent communication and interpersonal skills. • A caring and positive attitude sensitive to students' needs. • A sense of responsibility. • Resilience – ability to absorb and refocus. • Confident in conflict resolution and positive challenge. • Ability to be proactive and use own initiative. • Confidentiality at all times. • Calm under pressure, adaptable and energetic. • Desire to constantly improve own practice/knowledge through self-evaluation and learning from others. • Flexible approach to working and commitment to ongoing service and personal development (through self-evaluation and learning from others). 		
Requirements specific to the role	All staff and volunteers are expected to be committed to safeguarding, equality and promoting the welfare of children and young people.		

The Trust retains the right to implement changes in job descriptions and person specifications to reflect changes in the demands of the post. Where this is necessary this will be done in consultation with you.

Signed: Post holder	
Date:	