

Pastoral Manager

Job Description

Normal place of work: Ash Grove School, although you may be asked to contribute towards trust wide projects.

Normal working hours: 37 hours per week, Monday – Friday starting at 8:00am. (Hours per day to be confirmed on appointment).

Term time only plus 10 additional days to be worked during periods of school closure.

Responsible to: Pastoral Assistant Headteachers

PURPOSE OF THE POST

- To work alongside the Assistant Headteacher in establishing best practice for inclusion across the whole school and specific pathways in behaviours, attendance and safeguarding, taking appropriate action where necessary.
- Develop relationships with parents, trust and multi agencies that positively support the students and the role of the Pastoral Team.
- Line manage teaching assistants and lead them to develop excellent interventions both academic, and in SEND and SEMH intervention strategies.
- To support pupils with emotional and behavioural difficulties, social skills and promote integration with peer groups.
- To secure pupils' physical and emotional wellbeing, whilst encouraging their independence and raising self-esteem.
- To work in partnership with the SLT to deliver an effective pastoral programme, including SEND/SEMH interventions.

DUTIES AND RESPONSIBILITIES

The post holder will:

- Promote the inclusion and acceptance of all students within the classroom including specific pathways.
- Oversee procedures and processes for attendance, behaviour and safeguarding for all pupils across the school and specific sites.
- Support students consistently while recognising and responding to their individual needs.
- Oversee pastoral interventions.
- Day to day groundwork e.g., exclusion paperwork / organising return from exclusion
- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Solution meeting coordination.

- Coordinate student support facilities around attendance, behaviour and safeguarding through the use of internal/external agencies.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Supporting the role of parents in students' attendance, behaviour and safeguarding, contribute to/lead meetings with parents to provide constructive feedback on student progress/achievement, including EHCP reviews, solution meetings and debriefs.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Ensure all pupils have access to specialist equipment as stated in their EHCP/Engagement plans.
- Establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher, to support achievement and progress of students in line with behaviour, attendance and safeguarding.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Be responsible for the line management of Teaching Assistants across the pathway.
- Work with the Behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence and to ensure effective learning can take place.
- QA of behaviour policy e.g. Arbor logs
- Contribute to whole school pastoral and SEND interventions and processes.
- Be responsible for the timely submission of relevant information to School Leaders, SLT, the LGC and other outside agencies, including weekly headlines for behaviour, attendance and safeguarding as well as half term and termly reports.
- Make home visits where required and establish rigorous tracking of key pastoral pupil groups and pathway groups e.g., Pupil Premium, Looked After Pupils, SEN, vulnerable groups, attendance and behaviour/rewards.
- Respond to and take steps to resolve relationship issues between pupils and between staff and pupils.
- Attendance at multi agency and relevant meetings as required.
- To effectively use CPOMS and support the anti-bullying work in school, identifying and refer in the cases of Child Protection issues including report writing for meetings and gathering information for Pastoral Assistant Headteachers.
- Support the personal welfare of pupils with regard to spiritual, moral, social and cultural values and to promote the ethos of the school.
- Arrange and develop 1:1 mentoring arrangement with pupils and provide support for distressed pupils.
- Take a lead role in the speedy and effective transfer of pupils across phases and the re-integration of those who have been absent.
- To lead in the designated duty team and duty rotas and on call systems.
- Work alongside Pastoral Team (including Safeguarding Team, SLT and Attendance Officer) to ensure effective monitoring of students' holistic wellbeing is paramount to all.
- To communicate effectively to all members of the Partnership and the wider community, in particular, on matters concerning pupil safety, behaviour and attendance.
- To assist in providing relevant information as required by the Leadership Team and LGC.
- Be responsible for the effective use of materials and intervention resources.
- Other duties commensurate with the grade of the post as directed by the Headteacher.

Core Responsibilities and Duties:

- Ensure that you understand and comply with the trust Health and Safety policy by following the relevant procedures that are in place.
- Read, uphold and promote the safety and well-being of students as set out in the trust safeguarding procedures.
- Promote high standards of personal professional conduct in accordance with the trust Employee Code of Conduct.
- Appreciate and support the role of other professionals and work effectively as part of team.

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, data protection and confidentiality, reporting all concerns to an appropriate person.
- Contribute to the overall vision and values of the trust.
- Participate in training and other learning activities and performance development as required.
- Treat all users of the school with courtesy and consideration.
- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all.
- Be proactive in seeking appropriate advice and guidance where required.
- Flexible and willing to work between different sites as required.

Pastoral Manager Person Specification

CRITERIA		Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:	
ESSENTIAL		DESIRABLE	
- GCSE Maths and English at Grades C/4 or above (or equivalent). - Experience of basic technology, PC, internet, MS Office packages. - Experience of successfully building relationships with identified students, or groups of students (of a relevant age to the setting). - Experience of working with or supporting SEN/D pupils. - Experience of forging community/voluntary/parent and partner agency links. - Significant experience in an administrative role. - Experience of working in a school environment. - Experience of working with young people and families and other external agencies. - Experience of managing and engaging groups of young people to learn, encouraging them to be the best they can be. - To demonstrate an excellent understanding of the pastoral and welfare needs of the students in the 11-16 age range with evidence of significant experience in this area.		- Educated to a degree level or equivalent relevant experience. - HLTA qualification or equivalent.	
CRITERIA		Ability, Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:	
ESSENTIAL		DESIRABLE	
- Ability to track, monitor, record and evaluate student progress, attendance and punctuality, behaviour, along with agency support and employ intervention strategies. - A clear understanding of safeguarding policies, practices and procedures in schools and/or colleges. - Able to use initiative and develop creative and imaginative solutions to solve problems. - Excellent negotiation skills and effective communication skills, both written and orally and to be able to provide high quality written reports for the purpose of the LGC, parents and other stakeholders. - Ability to manage own workload, priorities tasks and deal with a wide range of demands from different groups of people. - Ability to remain calm under pressure and influence behaviour of students positively. - Ability to think clearly in emergency situations. - To be able to demonstrate that you can hold other colleagues to account for their responsibilities to the pupils in our care. - Knowledge and understanding of specialist strategies (including de-escalation techniques) used for working with pupils with challenging behaviours. - Set high standards and provide a role model for students and staff. - Able to seek support, when required. - An excellent record of attendance and punctuality.		- Good working knowledge of relevant policies/codes of practice legislation. - Commitment to personal development and learning.	