Job Description	
Post:	Pastoral Manager
Pay Scale:	Grade 6 (SCP 19-24)
Responsible to:	Headteacher
Main Location:	School based

Main Duties

- To develop and implement targeted activities to support pupils in their learning and encourage positive attitudes and behaviours.
- To work with teaching staff to assess and monitor pupils and identify those who may benefit from additional pastoral support to raise achievement and overcome barriers to learning.
- To develop action plans for individuals and groups of pupils, providing targeted solutions/strategies to engage, motivate and meet specific needs.
- To monitor and analyse pupil's punctuality and attendance, liaising with teaching staff, support staff and the LA.
- To implement strategies to improve attendance, including holding attendance panels and rewarding good attendance.
- To work closely with parents of children receiving support, establish trust and openness and achieve positive family involvement.
- To establish links and facilitate support from external agencies to ensure that pupils needs are met, which may include attending relevant meetings, e.g. CAF meetings.
- To assist in the preparation of correspondence in relation to pupils, including writing reports, letters etc.
- To attend relevant case conferences.
- To assist pupils with a smooth transition from primary to secondary school, choosing options and remaining on track with coursework.
- To liaise with subject teachers and Faculty Directors in relation to the behaviour and learning of students.
- To assist either the organization of Parent's Evening and other consultation meetings.
- To provide support and advice to pupils, in relation to personal problems, emotional problems, welfare matters etc.
- To liaise with appropriate staff and provide support to pupils with re-integration into class after a period of absence, eg following exclusion, long term illness or extended holiday.
- To maintain records and undertake administrative duties related to the post, e.g. filing, collating data.

Professional standards and development

- Take responsibility for and participating in continuing professional development.
- Be a role model to students through appropriate personal presentation and professional conduct.
- Support all the School's policies and ethos.

- Establish effective working relationships with professional colleagues both in school and as part of the school's learning community and network.
- Responsible for the health, safety and welfare of self and colleagues in accordance. with the School's Health and Safety policies and procedures and current legislation.
- Reflect on own professional practice.
- Take responsibility for and participating in continuing professional development.

Continuing professional development and formation

- Undertake any necessary professional development as identified, taking full advantage of any relevant training and development available.
- Maintain a professional portfolio of evidence to support the Performance. Management/Appraisal process – evaluating and improving your own practice.

General Responsibilities

- Attend and participate in staff meetings, training, and briefings as appropriate.
- Be aware of, and comply with all Trust policies and procedures, particularly those relating to child protection, health, safety and security, financial management, confidentiality, and data protection.
- Contribute to the overall ethos, work, and aims of the Trust.
- Commitment to the principle of working collaboratively with other schools within the St Teresa of Calcutta Catholic Academy Trust.

These duties are neither exclusive nor exhaustive, and the postholder will be required to undertake other duties and responsibilities, which the Trust may determine. Please note that the successful applicant will be required to comply with all Trust Policies.

The Trust is committed to the safeguarding and promotion of the welfare of all children and young people in our care. Applicants must be willing to undergo an enhanced Disclosure and Barring Service check and overseas police checks (where applicable). Please see STOC's Safeguarding and Recruitment Policies for further details. All staff have a key role and responsibility in this area and will be subject to an Enhanced Disclosure check. An online search will be performed on all shortlisted applicants in accordance with the Trust's safeguarding procedures and Keeping Children Safe in Education statutory guidance.

It is the practice of this Trust to periodically examine employees' job descriptions and to update them to ensure that they relate to jobs as they are being performed, or to incorporate whatever changes are being proposed. It is the Trust's aim to reach agreement on any alterations.

The Trust is committed to welcoming individuals regardless of age, disability, ethnicity, faith, gender identity, sexual orientation or marital status or whether you are pregnant or on parental leave or from a socio-economic background. We welcome applicants from all communities and from people that identify with those characteristics.

Person Specification		
Key E Essential, **R** References, **I** Interview, **C** Certificate, **D** Desirable, **A** Application		
	Essential / desirable	**Evidence**
Qualifications		
NVQ Level 3 qualification, relevant to the post	Essential	A/I/C
Degree in child development or similar	Desirable	A/I/C
GCSE English and Mathematics at Grade A*- C, or GCSE Level 4 - 9, or a Level 2 qualification in Literacy and Numeracy or CSE Grade 1 in English and Mathematics or equivalent	Essential	A/I/C
Knowledge & Experience		
Experience of working with children and their families	Essential	A/I
Experience of supporting children with barriers to learning	Essential	A/I
Experience of providing nurture provision	Desirable	A/I
Experience of working in partnership with professionals to address barriers to learning, including school staff and external agencies	Essential	A/I
Experience of monitoring and reporting on attendance	Desirable	A/I
Experience of working in school to deliver 1:1 and group work to address barriers to learning	Essential	A/I
Experience of working as a lead professional	Desirable	A/I
Experience of working with children with challenging behaviour at risk of exclusion	Desirable	A/I
Experience of administrative work including preparing written reports and evaluations	Desirable	A/I
Experience of school MIS e.g. SIMS, Arbor etc.	Desirable	A/I
Technical Skills & Ability		
A proven ability to work directly with children and families	Essential	A/I/R
Ability and commitment to work as part of a team	Essential	A/I/R
Effective communication skills both written and verbal	Essential	A/I

Ability to relate well to parents and carers	Essential	A/I/R
Ability to supervise and assist children	Essential	A/I/R
Ability to prioritise and manage workload under pressure	Essential	A/I/R
Good organisational skills	Essential	A/I/R
Knowledge of child development	Essential	A/I/R
Knowledge of and ability to address barriers to learning	Essential	A/I
Knowledge of classroom roles and responsibilities	Desirable	A/I
Knowledge of the Continuum of Need	Essential	A/I
Knowledge of the CAF and TAF and Early Help process	Essential	A/I/R
Knowledge of strategies to promote positive attendance	Desirable	A/I
Personal characteristics		
Flexible and dedicated approach to work	Essential	A/I/R
Commitment to Safeguarding and protecting the welfare of children and young people	Essential	A/I/R
Commitment to equality and diversity	Essential	A/I
Commitment to good attendance at work	Essential	A/I/R
Commitment to continuing professional development	Essential	A/I/R
Commitment to supporting the Catholic ethos of our Trust	Essential	A/I