

Post Title:  
**Deputy Pastoral Manager  
- Personal Development Tutor / Coach**

**The overall purpose of the post is to:**

1. Champion personal development across the school.
2. Work day-to-day as a pastoral mentor to de-escalate high-agitation, disengagement and other forms of disruptive and defiant behaviours.
3. Act as a visible mentor / interface with students and provide guidance / behaviour management strategies to all staff.
4. Build positive relationships with students and their families, to aid with the reintegration of students back into education and community life.
5. Proactively support initiatives to promote protective factors that will improve behaviour for students - on a whole school level and 'drilled down' to individual cases via support and intervention. Specifically, to work day-to-day as a HLTA facilitating sessions in area(s) of expertise to support the personal development, engagement, behaviour and learning outcomes of children and young people.
6. ***Deputise for Pastoral Manager/s and Lead Teacher/s on operational matters.***

**Specific Responsibilities**

**Supporting Colleagues**

- To be a visible presence across Highfields, modelling expected behavioural routines and effective behaviour management techniques.
- To act as 'on call' receiving requests for additional support during the school day, attending to them personally and deploying mentors to attend to them.
- To work with the Senior Leadership Team (SLT) in setting a culture within the school that values all students, allows them to feel a sense of belonging, and makes it possible to talk about problems in a non-threatening way.
- To be well-versed in identifying triggers for and signs of high-agitation amongst the student community, recognising and reporting back to the rest of the team on individual / personal patterns.
- ***To provide specialist advice, guidance and support to all staff relating to personal development programmes.***
- To work with staff to ensure the provision's programme of rewards for positive behaviour choices and graduated model for negative behaviour is adhered to.

- To act diplomatically, discreetly yet assertively in identifying to the Pastoral Manager – De-Escalation and SLT where practice is inadvertently exacerbating behaviour situations.
- To contribute to the behaviour section of SIMS, ensuring information is correctly logged. To review the SIMS behaviour section at the end of each day, after the school day has finished, ensuring all incidents are known and where necessary addressed.
- To report to the SENCO and Emotional Well-Being Lead any recurring traits related to ASD, ADHD, Attachment Disorder and Anxiety which may need to be assessed further by Healthy Young Minds.
- To communicate effectively with lead colleagues, the Pastoral Manager and SLT on behaviour situations that moves beyond a 'charge sheet' and focuses instead on antecedents (a) / behavioural responses (b) / consequences (c).
- To diplomatically advise staff in briefings on 'tried and tested' strategies to prevent high-agitation behaviour occurring.
- **To achieve and maintain status as a specialist in a field of personal development - such PSHCE, sports, art or music etc.**
- **To deputise for Pastoral Manager/s and Lead Teacher/s on operational matters. This includes:**
  - **Deployment / direction of other staff to incidents**
  - **Taking the lead role in higher-level behaviour incidents**
  - **Consultation with SLT on decisions around students**
  - **Phonecalls home as a result of higher-level behaviour incidents**
  - **Handover to / from the Pastoral Manager and other lead staff in terms of information about ongoing concerns / issues**

## **Supporting Students**

- To establish productive and effective working relationships with pupils, acting as a role model and setting high expectations for behaviour.
- To treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a professional position.
- To work proactively to establish and maintain routines that contribute to the safe and orderly running of the school - namely, morning arrival ('meet and greet', contribution activities at social times, contribution to the end of school day (including detentions).
- To use a range of specialist techniques - based primarily on the Team Teach model of verbal de-escalation - to lower agitation amongst students.
- To work with students to bring them to a point whereby they understand why they have made an error and how they can correct this in the future.
- Through support and intervention, to develop the self-help skills of students with emotional well-being issues.
- To assess higher-level behaviour situations and where necessary take decisions around 'Time Out' and the referring onwards to the Pastoral Manager / SLT.
- To use school data systems to identify succeeding students – providing rewards, in line with the Behaviour Policy.
- Working with pupils to identify, set and monitor behavioural targets - on a weekly, daily and sometimes lesson-by-lesson basis.

- To contribute to each student's educational and personal development plan through support and intervention.
- To contribute to individual risk assessments and positive handling plans for those students presenting with the most challenging behaviours.
- ***To plan and organise a costed, calendar of personal development activities – to demonstrate impact through student voice, parent voice and any available quantitative data.***
- ***To lead on the planning of personal development programmes / intervention / group mentoring sessions – and lead on their effective and safe delivery, including directing other staff during the other sessions.***

### **Supporting Families**

- To work with the parents and carers as well as students themselves, ensuring their opinions are taken into account.
- To contribute to the 'end of the day' communications to home for priority students – spending time each day at the end of school to liaise with parents/carers about specific issues and successes (sharing 'good news').
- To be tactful and diplomatic - whilst nonetheless truthful - in explaining behaviour situations to families in which their son / daughter has been involved.

### **Supporting Partner Schools**

- To work under the direction of the Pastoral Manager in terms of contributing to the transition of students back to school or onwards to a new provision – including making occasional visits to schools where placements are at risk of failing.
- To provide verbal updates to parents/carers after school has finished, where students are being closely monitored in terms of their engagement.

### **Other Duties**

- To work under the direction of the Headteacher and Deputy Headteacher, completing reasonable duties as directed.

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

**To undertake other activities within the grade and scope of the post as directed by the Headteacher.**

