



## Job Profile

### Community / Pastoral Support Level 4

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#### Your job

**Job purpose:** To manage the pastoral care function within the school and to lead and manage the pastoral support team.

To monitor, support and improve the overall progress and development of students.

To be available to support the personal welfare of all members of the school community with regard to spiritual, moral, social and cultural values and to promote the ethos of the school.

**Reporting to:** Headteacher, School Business Manager

**Responsible for** Supervision of junior pastoral staff

**Liaising with:** Headteacher, SBM, Senior Leadership Team, School Governors, other members of staff – teaching and non teaching, LA, parent/carers

**Grade:** G7

**Gauge Ref:** A23318

**Disclosure level:** Enhanced

#### Job Outline:

- To manage the school pastoral care function and effectively formulate aims and objectives which are relevant to the needs of the school and students.
- To develop, monitor and implement appropriate strategies for the pastoral care function within the school.



- To identify, monitor and evaluate appropriate strategies for student progress tracking, target setting and mentoring and supervise students when required and liaising regularly with parents/carers.
- Work with the relevant senior manager to identify students who are vulnerable and to formulate appropriate plans to achieve aims.
- Provide formal counselling/mentoring where appropriate.
- To plan and deliver workshop sessions on a range of issues and to plan, lead and deliver extra-curricular opportunities.
- To liaise with and work in conjunction with the multi agency team.
- To be responsible for the day-to-day management of the pastoral team
- To develop, maintain and implement robust systems in order to record relevant information and to have responsibility for child protection documentation.
- To develop and implement relevant school policies and procedures.
- To monitor and evaluate student attendance and behaviour management systems.
- To contribute to the development of effective links with partner schools, the community.
- If required to provide chaplaincy support within school, in conjunction with Archdiocese, other agencies, local priests and church/community links and to promote Gospel values in the whole school community.

### Other specific duties:

- To carry out the duties in the most effective, efficient and economic manner available.
- To continue personal development in the relevant area.
- To participate in the staff review and development appraisal process.
- To promote actively the school's corporate policies.
- To supervise students as required.

### Health and Safety Training

- To undertake Health and Safety training on areas within the designated work area
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## Schools Job Profile Acceptance Form

### Pastoral / Community Support

### Level 7 G1 – A23318

#### **SIGNATURES / AUTHORISATION**

Job profiles are general, rather than explicitly describing any particular role and staff would not necessarily be expected to carry out all of the activities described. However, staff may also be expected to undertake some duties which are not detailed in the job profile.

I/we agree that this job profile is an accurate reflection of the duties, skills and responsibilities of the post.

Signed Governors: \_\_\_\_\_ Date \_\_\_\_\_

Signed Headteacher: \_\_\_\_\_ Date \_\_\_\_\_

Signed Jobholder: \_\_\_\_\_ Date \_\_\_\_\_

Print name Jobholder: \_\_\_\_\_ NI no \_\_\_\_\_

School name: \_\_\_\_\_

DFES: \_\_\_\_\_



## Person Specification / Selection Criteria

### Pastoral / Community Support

#### Level 4

##### A. Experience

	<b>Essential</b>	<b>Desirable</b>	<b>Source</b> A = Application I = Interview R = References T = Task/Observation P = Presentation
Experience of working with young people aged 11 – 16 in a voluntary or other professional capacity	E		A, I, R, P
Has led or made a major contribution to a project or initiative (e.g. progression work with partner schools, extra curricular activities)		D	A, I, R
Experience and understanding of Every Child Matters within a school setting	E		A, I
Supervisory experience		D	A, I



## B. Training and Qualifications

	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Relevant degree		D	A, I, R
Relevant NVQ Level 4 qualification or equivalent level of experience	E		
Counselling or Mentoring qualification – level 2 or willingness to work toward within agreed timescales		D	A
Evidence of participation in regular professional development and further professional study	E		A, I

## C. Knowledge and Understanding

Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post.

	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Knowledge of the national curriculum requirements for the relevant Key Stage in order to give appropriate support and preparation to children	E		A, I
Understanding of relevant legislation	E		A, I
Understanding of inclusion, behaviour and attendance issues	E		A, I
Knowledge of how to deal with a range of different pupil behaviours	E		A, I



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## D. Personal Skills, Abilities and Competencies

Applicants should be able to provide evidence that they have the necessary skills and abilities required.

	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Ability to work sensitively with others to build effective relationships	E		A, I
Commitment to and ability to promote a positive ethos within the school	E		A, I
High quality people skills to deal with difficult situations	E		A, I
A clear understanding of the impact of school improvement and in particular high quality learning and teaching	E		A, I
Ability to use initiative to respond to and resolve problems in the short term	E		A, I
Commitment to collaboration and sharing of resources and expertise across all phases of learning	E		A, I
Ability to utilise a range of ICT functions	E		A, I



Very good organisational skills			
Very high level of communication skills to deal with children and adults	E		A, I
High levels of commitment, enthusiasm, inspiration and motivation			
Ability to encourage and influence parents/carers to work co-operatively with the school and involve them in their child's education	E		A, I

## E. Legal Issues

	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Legally entitled to work in the UK	E		