



Longbenton High School

Job Description

Job Title	Pastoral Manager (non-teaching)
Salary	Grade 7
Contract	Full time, permanent, term time only
Responsible to	RSLs; SLT
Date of job description	November 2023
Start date	January 2024

Primary purpose of the role & key responsibilities

- ☐ Manage the day to day provision of a robust and supportive pastoral system supporting student welfare and behaviour. The Pastoral Manager will deal with problems arising from the day-to-day behaviour and welfare issues of students.
- ☐ Take a lead role within the school to address the needs of students who need particular help to overcome barriers to learning (particularly SEMH) in order to achieve their full potential; to develop strategies which assist in the identification of early signs of disengagement and contribute to specific re-engagement interventions.
- ☐ To assist in ensuring high levels of student attendance, punctuality and behaviour.
- ☐ To assist the RSLs (Raising Standards Leaders) and teams of tutors with the care, welfare and academic progress of students.
- ☐ To liaise with parents, learning support, school counsellors and other staff and agencies as appropriate to provide students with necessary support and guidance.

Main responsibilities/duties

Support for students and staff

- ☐ Organise and prioritise daily pastoral issues as they arise and initiate appropriate actions.
- ☐ Investigate incidents fully, gather relevant information, advise and negotiate as necessary and resolve as appropriate eg bullying and SEMH support.
- ☐ Provide effective support to enhance the quality of pastoral care by developing 1:1 mentoring relationships with students along with the development/delivery of group work where appropriate.
- ☐ Promote positive behaviour by reinforcing the school's Culture for Learning policy, particularly with regard to behaviour, uniform and rewards policies.
- ☐ Inform, liaise and consult with SLT, RSLs, SENCO, Deputy SENCOs, Curriculum Leaders, teachers, tutors and

parents regarding student concerns; support the work of teachers to raise the achievement of individuals and groups; work with other staff in planning, evaluating and adjusting learning activities, as appropriate.

- ☐ Provide cover supervision for Reset (internal isolation) when needed (on a rota basis)
- ☐ Create and maintain up-to-date records of pastoral interventions for individual students, including summary information for exclusion and other disciplinary meetings.
- ☐ Organisation and management of students on reports; actively and proactively supporting the work of teachers in managing behaviour.
- ☐ Undertake comprehensive assessments of students to determine those in need of particular help; e.g. writing and implementation of pastoral support documents alongside the SENCO, RSLs or other key pastoral staff; coordinating EHAs or other paperwork referrals for external agencies.
- ☐ Establish constructive relationships and work productively with outside agencies/professionals (eg ACORNS, YJS, Young Carers, MAEPS etc), in liaison with RSLs and other key pastoral staff.
- ☐ Manage the supervision of students excluded from, or not working to, a normal timetable e.g. arranging and developing 1:1 mentoring arrangements and ensure appropriate work is provided in liaison with Curriculum Leaders, SENCO and Learning Support and RSLs.
- ☐ Liaise with key staff to identify an agreed caseload of students to work with.
- ☐ Establish productive working relationships with students; challenge and motivate students; promote and reinforce resilience and positive mental health and wellbeing.
- ☐ To help students achieve high attendance rates and give them the best chance of success, identifying students at risk of disaffection; work alongside attendance staff to promote effective parental engagement.
- ☐ Facilitate restorative justice meetings and/or reintegration meetings following periods of exclusion/suspension.
- ☐ Administrative support eg dealing with correspondence, compilation/analysis/reporting on attendance, exclusions, making phone calls etc.
- ☐ Manage record keeping systems and processes eg CPOMS and Class Charts.
- ☐ Support RSLs when teaching or absent.
- ☐ Attend staff CPD and pastoral meetings to remain fully aware of systems relevant to the school and make positive contributions to their development.
- ☐ Be aware of and support difference; ensure all students have equal opportunities to learn and develop.

Safeguarding

- ☐ Demonstrate a commitment to keeping young people safe.
- ☐ Report any disclosures made using CPOMS.
- ☐ Make initial safeguarding assessments and decisions, if DSL trained; be prepared to undertake DSL training if not.

General

- ☐ Be part of the on-call rota and supervise lesson changeovers; follow up daily on call records to identify hot spots and patterns.
- ☐ Work closely with the admin leads for KS3 and KS4 to ensure effective communication with all stakeholders.
- ☐ Contribute to the lunch and break duty rota, detention rota and any additional extra curricular activity timetable.
- ☐ Maintain positive relationships and work together as a team with colleagues.
- ☐ Promote a culture of inclusion and acceptance of all students.
- ☐ Contribute to the overall ethos and aims of the school and uphold the school values.
- ☐ Comply with and assist with the development of policies and procedures relating to child protection, health

and safety, confidentiality and data protection, reporting all concerns to the appropriate person.

- ☐ Comply with, promote and act in accordance with all school policies.
- ☐ Undertake CPD relevant to the post and whole staff training, as required.
- ☐ Attend and participate in regular meetings.
- ☐ Undertake any additional duties required by the Headteacher.

Person Specification

Selection criteria	Essential	Desirable	How assessed
EDUCATION & TRAINING	<ul style="list-style-type: none"> → GCSE grade C or above or equivalent in Maths and English → ICT skills 	<ul style="list-style-type: none"> → Training in behaviour management and/or other relevant training related to family support and young people eg Thrive, PACE etc 	<ul style="list-style-type: none"> → Application Form → Interview
EXPERIENCE	<ul style="list-style-type: none"> → Experience working with young people → Experience engaging with families and/or supporting parents/carers 	<ul style="list-style-type: none"> → Experience working in a secondary school environment (not a prerequisite; we are interested in staff from PRUs, middle and primary settings as well) 	<ul style="list-style-type: none"> → Application Form → Interview
SKILLS	<ul style="list-style-type: none"> → Ability to motivate and enthuse young people → Ability to readily establish professional relationships and work as part of a team → Good organisational and interpersonal skills → Good written, verbal and ICT skills → Flexibility and adaptability in order to be able to work and communicate with adults, parents and other external agencies 	<ul style="list-style-type: none"> → Knowledge and understanding of a secondary school environment → Awareness of SEND → Basic counselling skills 	<ul style="list-style-type: none"> → Application Form → Interview
PERSONAL ATTRIBUTES	<ul style="list-style-type: none"> → Enthusiastic, ambitious and adaptable → Positive, can-do attitude → Ability to be a presence around the school → Ability to form and maintain appropriate relationships and behaviour with children → Emotional resilience in working with children with challenging behaviour → Excellent attendance and punctuality 	<ul style="list-style-type: none"> → A commitment to extra-curricular activities → Ability to work without close supervision → Evidence of being able to build and sustain effective working relationships with staff, governors, parents and the wider community 	<ul style="list-style-type: none"> → Application Form → References → Interview

	<ul style="list-style-type: none"> → Good command of English language → Aligned with our school ethos and values 		
SPECIAL REQUIREMENTS	<ul style="list-style-type: none"> → Fully supported references → Suitability to work with children (DBS) 		