

| **Job Description** | |
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| **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** | ASAP |

| **Primary purpose of the role & key responsibilities** |
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| * ​​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** |
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| **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** | | | |
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| **Selection criteria** | **Essential** | **Desirable** | **How assessed** |
| **EDUCATION & TRAINING** | * GCSE grade C or above or equivalent in Maths and English * ICT skills | * Training in behaviour management and/or other relevant training related to family support and young people eg Thrive, PACE etc | * Application Form * Interview |
| **EXPERIENCE** | * Experience working with young people * Experience engaging with families and/or supporting parents/carers | * Experience working in a secondary school environment (not a prerequisite; we are interested in staff from PRUs, middle and primary settings as well) | * Application Form * Interview |
| **SKILLS** | * 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 | * Knowledge and understanding of a secondary school enviroment * Awareness of SEND * Basic counselling skills | * Application Form * Interview |
| **PERSONAL ATTRIBUTES** | * 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 * Good command of English language * Aligned with our school ethos and values | * 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 | * Application Form * References * Interview |
| **SPECIAL REQUIREMENTS** | * Fully supported references * Suitability to work with children (DBS) |  |  |