

JOB DESCRIPTION

Job Title: Pastoral Team Manager (Secondary – Mainstream)

Grade: 8

Salary: SCP 28 – SCP 33

Conditions of Service: Support Staff Contract of Employment

Responsible to: Principal

Statement of Purpose

Lead and manage the non-teaching pastoral team (directing work as appropriate and liaising with other teams in school). Acting as the day to day safeguarding lead for the school, the job holder will also be required to meet with and support pupils in resolving issues identified.

Support for Pupils

- Under agreed system of supervision, support the emotional needs of pupils in response to individual requirements.
- Liaise with parents/carers, relevant school staff and other key stakeholders and external agencies.
- To ensure that all students are engaged and learning in their lessons and that students adhere to the School Code of Conduct.
- To contribute to the development of school inclusion policy and approaches.
- Working directly with staff and parents to improve pastoral support and care for students.
- Provide guidance and advice to staff, pupils and others on pastoral matters, in accordance with Trust policies, procedures and processes.
- Ensure that all queries from parents, pupils and external agencies are responded to by the team within appropriate and reasonable time-scales.
- Ensure that appropriate data is collated and issues are resolved within appropriate guidelines.
- Designated 'daily' Safeguarding Lead for the school, taking responsibility to ensure that all safeguarding issues are appropriately referred and dealt with, consulting with the Assistant Headteacher (Inclusion) where new or complex decisions need to be made.
- Lead on the support of victims of child sexual exploitation and develop tactics and approaches in accordance with policy to manage situations that evolve.
- In conjunction with SENCo, other school staff and external agencies as appropriate, participate in the comprehensive assessment of new pupils to identify those in need of extra help to overcome barriers to learning.
- Liaise with parents/carers and staff regarding pupil issues/concerns, including meeting

with parents who just 'turn up'.

- Conduct support sessions for pupils, including mediation where required and in accordance with appropriate policy and guidance.
- Record individual information about any pupils, following personal intervention, using the school's management information system & other record keeping systems. Where appropriate, set up and complete APDR paperwork.
- Organise Pastoral Support Plans, including gathering relevant information from pupils, parents and staff, attending reviews and setting targets.
- Take the lead in organising "The Story So Far".
- Promote self-esteem and independence, working with pupils to identify solutions.
- Promote positive values attitudes and good pupil behaviour, encouraging pupils to take responsibility for their own behaviour in line with school policy.
- Contribute to pastoral supervision of pupils e.g. non-SEN lunch/break time supervision, pupils on alternative curriculum.
- Identify actions following up lesson truancy in response to an 'On-Call'.
- Where appropriate, use CCTV as a reactive tool to inform actions.
- Attend parents evenings, open evening, parents in partnership and new in-take evening.
- To plan individual (and group) mentoring programmes which provide a range of strategies.
- To develop, agree and implement behaviour support agreements with individual pupils and those involved with them.
- To work proactively to prevent bullying, in line with the school's anti-bullying policy and also work to address incidents of bullying, in line with the school's policies and procedures.

Support Organisational Management

- To share appropriate data and information with the relevant staff.
- Contribute to the delivery of staff training related to behavioural issues.
- Undertake staff appraisals, ensuring continuous professional development through the provision of effective leadership, training and development.
- Manage the workload of the pastoral team, providing direction and resolving issues as they arise.
- Assist the School Business Manager with safer recruitment and selection of pastoral staff, including arranging appropriate cover when required.
- Effectively liaise and communicate with other colleagues on school and pastoral matters.
- Complete and maintain appropriate confidential records and ensure confidentiality is maintained in all aspects of work.
- Provide cover for other members of the pastoral team as and when required.
- Manage disclosures and safeguarding issues ethically to ensure students' well-being and safety, sharing all Child Protection concerns with the designated Child Protection Officer.
- Provide advice and guidance to staff, pupils and others on pastoral matters, in accordance with school procedures.
- Co-ordinate all pastoral aspects of in-year admissions, liaising with the Business Team as appropriate
- Monitor safeguarding systems (CPOMs) and direct response work to the team, ensuring that all queries and actions from CPOMs are followed up.

- To ensure that manual and computerised records / returns / management information systems are maintained.
- To manage Pupil Services, ensuring that school policies & procedures are adhered to and that an efficient & effective service is provided.
- Control the administrative supplies budget in accordance with school protocols.
- Attend and minute (and in some cases Chair) meetings in the capacity of Pastoral Team Manager e.g. Team Around the Family on behalf of school.
- Complete referrals to outside agencies and maintain appropriate liaison to ensure actions are complete.

Support to Pupils, Parents and the Community

- Supporting parents and students in crisis, liaising with identified personnel.
- To support staff by maintaining a high profile around the school.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- 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.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with pupil needs as appropriate during the school day.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.

Note

The job holder will be expected to undertake any other duties which are not specifically listed but are within the remit, responsibility and accountability of the job.

Person Specification

Minimum Criteria for Two Ticks *	Criteria	Measured by APP//ASS
	Experience <ul style="list-style-type: none"> • Significant (typically 3-5 years) experience of working in an education setting committed to the inclusion agenda with children and/or young people within the 11-16 age range. • Experience of supporting young people/children demonstrating a range of social, emotional and behavioural challenges. 	APP/I
	Qualifications/Training <ul style="list-style-type: none"> • NVQ 3 in Learning & Development Support Services for children, young people and those who care for them or equivalent qualification or experience in a relevant discipline. • Level 3 Diploma in Management and/or relevant management experience in a similar setting. 	APP/I
	Knowledge/Skills <ul style="list-style-type: none"> • Ability to remain calm in situations of high tension. • Ability to manage own workload and work on own initiative. • Ability to work constructively as part of a team. • Ability to relate well to children and to adults. • Good ICT and record keeping skills. • Ability to communicate effectively both orally and in writing. • Good organising, planning and prioritising skills. • Methodical with a good attention to detail. • Aware of and has skills in relation to Safeguarding of Young People. • Aware of Every Child Matters • Ability to operate within GDPR and confidential parameters. • Knowledge of issues likely to adversely affect the health and well-being of children and young people. • Understanding of restorative processes. • Understanding of how to minimise the consequences and impact of issues adversely affecting health and well-being of children and young people. 	APP/I
	Behavioural Attributes <ul style="list-style-type: none"> • Customer focused. • Has a professional and respectful approach, which demonstrates support and shows mutual respect. • Can demonstrate active listening skills. • Takes responsibility and accountability. 	APP / I

	<ul style="list-style-type: none"> • Committed to the needs of the pupils, parents and other stakeholders. • Demonstrates a positive attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Is enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 	
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MEASURED BY KEY:

APP = Application form ASS = Assessment activities I = Formal interview
 In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

13/10/2021

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.