



Job Title: Pastoral Manager	Grade: 8
Department: Pastoral behaviour and wellbeing	Accountable to: Relevant Key Stage Leader
Contractual Terms: Permanent	Responsible for: Student Wellbeing

Overall Purpose of the Job:

- To monitor behaviour, emotional and social issues within relevant year group and support positive interventions where necessary.

Key Duties and Responsibilities:

- To monitor attendance and truancy issues and devise and implement intervention strategies to improve these areas and ensure minimum targets are met.
- To identify personal issues that are affecting students' performance at school and share this information with relevant staff in order to help the student achieve their full potential academically.
- To create and personalise behaviour reports and monitor their success.
- To promote a positive ethos within the year group linked to the student charter.
- To work to raise the self-esteem of all students in year group where appropriate, working closely with the student wellbeing team.
- To act as a key worker for students as and when appropriate.
- To provide clear guiding principles and strategies for teaching staff in order to manage students behaviour and to minimise opportunities for poor behaviour during social time and lessons.
- To drive forward innovation within the pastoral team.
- To identify and adopt best practice across the school in all areas of pastoral care.
- To articulate and support the school rules and dress codes with all students and their parents.
- To be the first point of contact for parents/carers.
- To investigate incidence and issues as they arise, to support all parties in reaching a positive outcome.

Inter-agency working

- To initiate contact with other agencies on behalf of the school and parent/carers and to liaise with all parties on a regular basis.
- To represent the school when requested at multi-agency or other professional meetings.
- To ensure the maintenance of accurate and up to date student information on schools management information systems and on pupils filing records.

Support the student exclusion process

- To assist SLT when required to present the case before the governors.
- Ensure sufficient and appropriate work is made available to parents during a student's exclusion.

Administration

- To ensure that information for student database is accurate.
- To check attendance data and alert Key Stage Leader and form tutors of issues.
- To create behaviour reports and detention lists.
- To generate paperwork to support transition.

Additional Information

- Undertake any such duties commensurate with the post as directed by the Co-Heads/Line Manager.
- As part of the wider duties and responsibilities, the post holder is expected to promote and actively support the school's responsibilities towards safeguarding.

As an essential: A good knowledge and understanding of the General Data Protection Regulation (GDPR) and a willingness and commitment to ensure compliance with this regulation and any associated data-related legislation.

Develop and maintain an awareness of mental health issues affecting both colleagues and students/learners and in act in a supportive way that helps others and enables them to be open about any issues affecting them. Create a culture that allows colleagues and students/learners to be open and honest about issues affecting them and put in place actions to support them. Ensure related policies are robust to provide the appropriate interventions and support.

Criteria		Essential/ Desirable	How Assessed
Qualifications:	The role requires a Level 3/ A-Level qualification, or equivalent	E	A
	Level 2 Certificate in Safeguarding Children	D	A
	Evidence of recent professional development relevant to the post	D	A/I
	Willingness to attend relevant training courses	E	I
Experience:	Considerable experience of working with young people and families	E	A/I
	Considerable experience of working successfully with disaffected students, including those with challenging behaviour	E	A/I
	Considerable experience of working within an educational/multi agency setting	D	A/I
Knowledge and Statutory Requirements:	The post holder requires specialist theoretical and practical knowledge of the Trust's policies, processes and procedures in connection with GDPR, safeguarding, special education needs and understanding of child development and pastoral issues, including transition and intervention, and the education system.	E	A/I
	The post holder requires a reasonably practical level of the statutory requirements in relation to The Children's Act 1989	E	A/I
Planning, Organisation and Mental Challenge:	The role requires analytical skills and an ability to interpret information or situations in order to solve difficult problems as required	E	A/I
	Ability to develop and implement bespoke behaviour management programs	E	A/I
	Ability to assess and review young people and family circumstances and make plans	E	A/I
	Ability to plan and prioritise own workload and manage conflicting demands	E	A/L

Empathy & Social Intelligence:	The post holder requires some self-awareness, self-management, social awareness and relationship management together with considerable empathy, understanding and the ability to accurately read, anticipate and understand the needs, motivations, beliefs and desires of others	E	A/I
Interpersonal & Communication:	Excellent communication and interpersonal skills are required by the post holder, to engage constructively with, and relate to a wide range of young people, parents/carers, from different backgrounds, establishing positive relationships with families when tackling complex issues	E	A/I
	Excellent persuasive, influencing and networking skills with the ability to handle difficult situations with sensitivity, confidentiality and discretion at all times, combined with a calm personality, practical approach and sound judgement	E	A/I
	Confident and enthusiastic	E	A/I
Physical Skills and Demands:	Works in an office environment	E	A/I
	The post holder is expected to have good keyboard skills in order to accurately input student information with precision and speed	E	A/I
Initiative & Independence:	The post holder will be expected to organise their own work and may be required to respond to unanticipated problems and situations, but can seek advice from their line manager on serious issues	E	A/I
	Ability to identify potential barriers to learning and jointly engage in strategies to overcome these barriers	E	A/I
	Ability to work autonomously and flexibly	E	A/I
	Ability to engage in joint goal setting with individual students as part of the learning action planning process	E	A/I
Emotional Challenge and Resilience:	The post holder will be expected to deal with students/learners who may frequently place significant emotional challenge on the role	E	A/I
Philosophy and Commitment:	An interest in educational issues	A	I
	A belief that everyone can benefit from, and has entitlement to, high quality educational opportunities	A	I
	A personal commitment to lifelong learning and continuous professional development. Commitment to high standards, best value and continuous improvement	A	I
	A 'can-do' approach and positive attitude to innovation and change	A	I
Personal Qualities:	Ability to be a good role model to young people - demonstrate and promote positive values, attitudes and behaviour	A	I
	Ability to think originally and creatively	A	I
	Commitment to raising achievement and improving the educational experiences of all students	A	I

	Proactive and self-motivated	A	I
	Ability to work well in a team	A	I
	Resolution and problem solving	A	I
	Effective time management	A	I
	Ability to work confidentially and with discretion	A	I

Responsibilities for Resources:

Line Management Responsibilities: The post holder has no responsibility for line management of staff.

Financial Responsibilities: The role involves no direct responsibility for financial resources.

Physical Resources: The post holder has some responsibility for the care, accuracy, confidentiality and security of student information.

Responsibility for Policy Development: The post holder will have no direct responsibility for policy development, but will be expected to be involved in policy consultation.

Responsibility for Student Outcomes: The post holder has considerable impact on the educational outcomes of students/learners.

Responsibility for people: The role involves considerable direct impact on the wellbeing of students/learners or groups of people.

Working Conditions: The post holder works in an office environment and can have considerable exposure to people issues through the working day.

Main Contacts: The post holder must always project a professional image when dealing direct with the CEO/Vice/Co-Head, SLT, MLT, teachers, Governors, parents/carers, external bodies and colleagues.

Characteristics of the post:

The employment checks required of this post are:

- Evidence of entitlement to work in the UK
- Evidence of essential qualifications
- Two satisfactory references
- Evidence of a satisfactory safeguarding check e.g. an Enhanced Disclosure and Barring Service Check for Regulated Activity
- Confirmation of medical fitness for employment as required
- Registration with appropriate bodies (where applicable)

Date Completed: 26 November 2020

Signature of Post

holder:

Date:

This is a description of the job as it exists at present; All Trust Job Specifications are reviewed and are liable to variation in consultation with the post-holder in order to reflect future developments, roles and organisational change.

Please make sure that you can demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criterion on our application form.

We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled candidates. We have tried to do this, but if you have a disability and identify any barriers in the job specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the “Selection Process”, this may involve written exercises, group discussions, presentations, interview, etc.