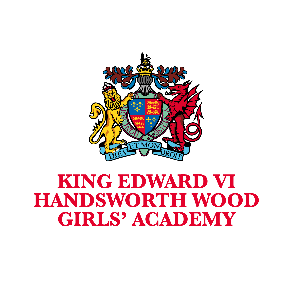
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**Job Description**

**Job title: Pastoral Manager – overseeing a year group**

**Responsible To: Deputy Headteacher – Pastoral Care**

**Working hours: 36.5 hours per week, term time only**

**Salary: Actual salary £28,174 - £34,419 (£32,076 - £39,186 FTE) Pt 23 – pt 31**

**Principal duties and responsibilities as Pastoral Manager overseeing year groups:**

The Pastoral Manager has a key role to play in ensuring the personal, social and emotional development of students within the academy through the consistent and fair implementation of our values and expectations. The student welfare system reinforces the importance of effective learning supported by good behaviour by creating a climate in which students feel secure and are aware of their obligations. The academy works on the assumption that student welfare is a means to an end: it exists, not for its own sake, but to enable students to achieve their full potential. This supports the vision of the academy.

Taking a lead role in creating a positive learning ethos for students

* Oversee the welfare and discipline of all students in year-groups.
* Have a full and working knowledge of school policies and protocol relevant to post.
* Knowledge of policies and procedures relating to safeguarding, health, safety, security, equal opportunities and confidentiality.
* Lead the team of form tutors effectively in establishing and monitoring high standards of uniform, punctuality and attendance.
* Encourage high standards of behaviour by implementing academy policy on procedures and sanctions relating to discipline to ensure the academy’s discipline and behaviour policies are adhered to.
* Encourage student trust and confidence in the Student Welfare and behaviour system.
* Commend students for excellent work or effort.
* Assembly provision for the year groups, including leading assemblies involving other members of staff and outside speakers.
* Promoting an effective rewards system for students within each cohort.
* Ensure that student opinions expressed through School Councils and student questionnaires are valued and responded to positively.
* Supporting the work of a Student Support Manager.
* Attend all Student Welfare and Behaviour Team meetings.

Leading a team of tutors

* Leading a team of tutors in ensuring the cohort develops a positive ethos which reflects the academy’s vision statement.
* Establishing clear expectations and constructive working relationships among all staff, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate.
* Managing the professional activities and development of the team of tutors.
* Monitoring the effectiveness of individuals within the team.
* Engage with the pastoral team: encouraging innovation, ensuring efficacy of the team and monitoring outcomes.

Monitoring the progress of each cohort of students

* To monitor cohort statistics and liaise with appropriate personal as required.
* Monitor the progress made by students towards achieving targets and identify under-achieving students.
* Oversee intervention measures for all students in the year groups.
* Refer students for appropriate mentoring programmes as required and completing referral forms.
* Monitoring the attendance patterns of individual students and tutor groups and taking the necessary action in order to improve the attendance statistics for the year group.
* Ensuring the ability to advise students, parents and other teachers on all matters relating to a child’s progress in an academic year and to liaise with other staff on these matters.
* The up keep of individual student’s records.
* Playing a leading role in initiating and monitoring the implementation of whole academy policies as they affect students (e.g. rewards and sanctions, behaviour management, sex and relationship education, homework etc.)
* Work with the Faculty and Department Leaders in introducing and developing Individual Learning Plans for students. To be responsible for maintaining all appropriate records including:
* Student records/ files
* School Assessment Procedures
* School Reports
* Head of Year and Pastoral Manager reports
* Monitor students on behaviour and liaise with parents as necessary.

Work with form tutors to:

* Implement whole academy Behaviour Management and intervention procedures to ensure a positive learning environment for all.
* Ensure that accurate and easily accessible records are kept on each student and that these records are disseminated properly.
* Organise parental/carer contact, including Parents’/Carers’ Consultation Evenings in conjunction with Head of Key Stage and Assistant Headteacher of Behaviour and Attendance.
* Oversee routine administration such as holiday forms, lateness, truancy, appointments to leave the premises etc.
* Liaise with parents and outside agencies including Behaviour Support, Community Police, as required.
* Liaise with parents/Carers, external agencies and SLT as required.
* Plan, prepare and co-ordinate personal development days within the year group.

**KEY CORPORATE ACCOUNTABILITIES**

To actively promote the Academy’s Equal Opportunities Policy and Diversity Strategy and observe the standard of conduct which prevents discrimination taking place.

To maintain awareness of and commitment to the Academy’s Equal Opportunity Policies in relation to both employment and service delivery.

To fully comply with the Health and Safety at Work Act 1974 etc, the Academy’s Health and Safety Policy and all locally agreed safe methods of work.

At the discretion of the Headteacher, such other activities as may from time to time be agreed consistent with the nature of the job described above.

To work with colleagues to achieve school improvement plan objectives and targets.

To participate in Employee Development schemes and Performance Management and contribute to the identification of own team development needs.

To actively support all school policies and strategic objectives.

**DUTIES**

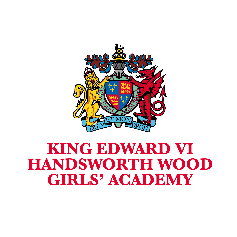
1. To be responsible for the inclusion and academic progress of students in the year-groups.
2. To operate, review and report on behaviour management systems, liaising with other key staff, to support improvement in student’s learning.
3. To respond to and investigate serious incidents of poor behaviour and to liaise with SLT in relation to appropriate sanctions.
4. To communicate professionally and effectively by letter and at Presentation Evenings etc. with parents/carers on pastoral and wellbeing matters.
5. To facilitate suitable referrals, for example for internal counselling and to external agencies. To communicate such action to key personnel and log intervention and review impact regularly, reporting to the Head of Key stages and Assistant Headteacher.
6. To be responsible for maintaining relevant elements of student files (with administrative support) and records using appropriate ICT systems and responding promptly to the needs of teachers, senior staff and parents in the provision of up to date assessments and pastoral information on students.
7. To intervene in situations where pupils need to be supported outside the classroom setting providing advocacy and counselling as needed.
8. Any such other task of a pastoral nature that may be developed subsequently in line with national, local or governor’s requirements, as directed by the Headteacher.
9. Occasionally supervise classes in the event of absence.
10. Use behaviour management strategies, in line with the Academy’s policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others.
11. Support the role of parents in students’ learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.
12. Support the careers lead in getting students to proactively participate in a comprehensive careers programme.
13. Take on ad-hoc administrative tasks to ensure the smooth running of the two year-groups on a day to day basis.

**OTHER**

1. Support the pupils by:

* liaising sensitively and effectively with parents and carers with regard to their role in pupil learning.
* having sufficient understanding of their specialist area/phase to support students’ learning.
* being familiar with age related expectations of pupils, the main teaching methods and the assessment framework in the relevant subjects/specialisms/age groups.

These duties will be varied at the discretion of the Headteacher to meet the changing needs of the School / Trust



**Pastoral Manager – Person Specification**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **General heading** | **Detail** |  | **Essential** | **Desirable** |
| **Qualifications & Experience** |  | 5 GCSE’s including English and Maths  Undergraduate Degree (any discipline) | **✓** | **✓** |
| Technology | Knowledge of basic ICT to support learning. | **✓** |  |
| Written | Ability to write basic reports. | **✓** |  |
| Verbal | Ability to use clear language to communicate information unambiguously.  Ability to listen effectively. | **✓** |  |
| Languages | Overcome communication barriers with children and adults. | **✓** |  |
| **Communication** | Negotiating | Consult with children and their families and carers and other adults. | **✓** |  |
| Behaviour Management | Understand and implement the Academy’s behaviour management policy. | **✓** |  |
| SEN | Ability to understand and support children with developmental difficulty or disability. | **✓** |  |
| Curriculum | Good understanding of the school curriculum.  Knowledge of literacy/numeracy strategies. | **✓** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Working with children** | Child Development | Good understanding of the general aspect of child development.  Ability to assess progress and performance. | **✓** |  |
|  | Health & Well being | Understand and support the importance of physical and emotional wellbeing. | **✓** |  |
|  | Working with partners | Understand the role of others working in and with the school.  Understand and value the role of parents and carers in supporting children. | **✓** |  |
|  | Relationships | Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults | **✓** |  |
| **Working with others** | Team work | Ability to work effectively with a range of adults.  Liaise with the appropriate staff from the other schools regarding pupil behaviour, safety, well-being, and progress. | **✓** |  |
|  | Information | Know when, how and with whom to share information.  Ability to follow instructions accurately. | **✓** |  |
|  | Organisational skills | Good organisational skills.  Ability to remain calm under pressure. | **✓** |  |
|  | Line Management | Ability to support the work of volunteers and other teaching assistants in the classroom. | **✓** |  |
| **Responsibilities** | Time Management | Ability to manage own time effectively. | **✓** |  |
|  | Creativity | Demonstrate creativity and an ability to resolve routine problems independently. | **✓** |  |
|  | Equalities | Awareness of and commitment to equality. | **✓** |  |
|  | Health & Safety | Basic understanding of Health & Safety. | **✓** |  |
| **General** | Child Protection | Understand and implement child protection procedures. | **✓** |  |
|  | Confidentiality/  Data Protection | Understand procedures and legislation relating to confidentiality | **✓** |  |
|  | CPD | Be prepared to develop and learn in the role. |  |  |
|  |  | * An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by Part 7 of the Immigration Act 2016. | **✓** |  |