

**Job Description**

<b>Job Title</b>	Assistant Pastoral Manager
<b>Salary Scale</b>	Points 17 - 19
<b>Responsible To</b>	Assistant Vice Principal – Behaviour and Attitudes
<b>Job Family</b>	Pastoral
<b>Job Purpose</b>	The core purposes of the Assistant Pastoral Manager are to monitor and report attendance and to support the Senior Pastoral Manager. Through effective data analysis and strong relations maximise students’ attendance/punctuality, raise their aspirations and achievements as well as to promote high expectations of behaviour of all students in the Year Group. Reinforcing and building upon our ethos (Ready, Respectful, Safe).
<b>Accountabilities / Main Responsibilities</b>	
<b>Key strategic element of the job</b>	<p><b>Monitor and report attendance &amp; punctuality for all students in their care.</b> (Attendance Officer/ Senior Pastoral Manager /Assistant Vice Principal Behaviour and Attitudes)</p> <p>For designated year group, but some flexibility may be required:</p> <ul style="list-style-type: none"> <li>• Liaise with Attendance Officer (AO) and other Assistant Pastoral Managers (APM) to ensure attendance recording systems are updated accurately and in a timely manner.</li> <li>• Ensure ‘first response’ phone calls are made to all parents are made by 10.30am every day, pro-actively seeking assistance if required.</li> <li>• Take responsibility for the completion of home visits for students who have been absent for 3 days.</li> <li>• Monitor and analyse the data – reporting outcomes to the Assistant Vice-Principal for Behaviour and Attitudes (AVP B&amp;A).</li> <li>• Liaise with the designated year group Senior Pastoral Manager (SPM) and the AVP B&amp;A to ensure information delivered in assemblies is accurate, relevant and timely.</li> <li>• Pro-actively ensure that good attendance and punctuality are promoted and high profile in the pastoral programme for the designated year group.</li> <li>• Ensure communications with students and parents / carers are clear and timely.</li> <li>• Record, track and monitor punctuality data.</li> <li>• Take ownership for the administering of rewards and sanctions for punctuality, in-line with academy policies.</li> <li>• Analyse attendance data, identifying and carrying out required actions and interventions. Subsequently monitor and reflect on their impact.</li> <li>• Liaise with students and their families, providing support and challenge as appropriate for those not meeting academy expectations</li> </ul> <p><b>Support student engagement</b></p> <p>For the designated year group, support the senior pastoral manager (SPM) to:</p> <ul style="list-style-type: none"> <li>• Ensure that students are rewarded as appropriate for meeting and exceeding expectations in line with academy policies.</li> <li>• Identify and then work closely with individuals and groups of students to boost engagement and minimise behaviour issues.</li> <li>• Communicate appropriate data and information with parents / carers in a clearly and timely manner.</li> <li>• Liaise with staff across the organisation and build working relationships to maximise student engagement. Facilitating restorative conversations between students and staff as appropriate.</li> <li>• Track, monitor, analyse and share behaviour data as appropriate and as directed.</li> <li>• Implement and review strategies, including interventions, to address areas of concern.</li> </ul>

	<ul style="list-style-type: none"> <li>• Carry out re-admission meetings as required, with the designated Senior Leadership Team link.</li> <li>• Deliver year group assemblies, when required.</li> <li>• Communicate and liaise with external agencies, making referrals as required, e.g. Early Help.</li> <li>• Be aware of and understand whole academy targets for behaviour.</li> <li>• Complete whole academy responsibilities, including, but not restricted to:             <ul style="list-style-type: none"> <li>- Behaviour for Learning ‘on call’ (BFL)</li> <li>- Supervision of detentions and isolated learning.</li> </ul> </li> </ul> <p><b>To undertake pastoral quality assurance every term: (SPM/SLT Link)</b> For the designated year group, support the SPM by:</p> <ul style="list-style-type: none"> <li>• Ensuring outcomes and actions from meetings, messages and form time resources are shared with tutors on a weekly basis.</li> <li>• Ensure form tutors are clear of the form time expectations</li> <li>• Ensuring displays are relevant and up to date, sharing and celebrating successes of students.</li> <li>• Conduct form time walk-throughs, checking whether form time expectations are being completed and the curriculum is being delivered as required.</li> <li>• Attend and support with the organisation of year group specific after school events. Including, but not restricted to: Governors Celebration evenings, Year 6 induction evening, Year 11 Celebration event.</li> </ul> <p><b>Supervise isolated learning and BFL: (AVP B&amp;A)</b></p> <ul style="list-style-type: none"> <li>• Work with colleagues, including but not restricted to: other pastoral managers, senior leaders and teachers to ensure academy policies are applied appropriately</li> <li>• Conduct BFL or supervise IL as required</li> <li>• Respond appropriately and calmly to situations which occur, aiming to de-escalate situations where possible and facilitate restorative conversations</li> <li>• Where appropriate and possible, provide a quiet and tranquil environment for students to work independently, offering support when necessary</li> <li>• Liaise with colleagues to ensure the students who have been isolated or suspended have appropriate work to do. Ensuring it is returned and distributed to staff for assessment.</li> </ul>
<b>First Aid</b>	<p><b>To undertake first aid responsibilities as per rota directs:</b></p> <ul style="list-style-type: none"> <li>• To help assess the medical need of ill students in broad terms and communicate with parents.</li> <li>• To help with Academy First Aid procedures and administer First Aid (if not currently trained then training will be a priority) and help maintain First Aid records when appropriate.</li> </ul>
<b>Skills Development</b>	<ul style="list-style-type: none"> <li>• Practice Continuous Professional Development</li> <li>• Attend team meetings</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate</li> <li>• Follow statutory protocol for the safeguarding of children within education.</li> </ul>

<b>Data Protection</b>	<ul style="list-style-type: none"> <li>To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.</li> </ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.</li> <li>To work with colleagues and others to maintain health, safety and welfare within the working environment.</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities.</li> <li>Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement.</li> <li>Develop own understanding of equality issues.</li> </ul>
<b>Flexibility</b>	<ul style="list-style-type: none"> <li>Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances.</li> <li>Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager.</li> <li>Permanent &amp; significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures</li> </ul>
<b>Customer Service</b>	<ul style="list-style-type: none"> <li>The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.</li> <li>The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.</li> <li>Understand your own role and its limits, and the importance of providing care or support.</li> </ul>

### Person Specification

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<b>Responsible To</b>	Assistant Vice Principal – Behaviour and Attitudes	
<b>Job Family</b>	Pastoral	
<b>Essential</b>		<b>Desirable</b> (if not attained, development may be provided for successful candidate)
<b>Qualifications, Education &amp; Training</b>		
<ul style="list-style-type: none"> <li>GCSE grade B (as a minimum), in English and Maths or equivalent qualification</li> </ul>		<ul style="list-style-type: none"> <li>University degree or equivalent.</li> <li>Administration qualification</li> <li>NVQ Level 3 qualification</li> <li>Evidence of related training</li> </ul>
<b>Personal Qualities &amp; Attitude</b>		
<ul style="list-style-type: none"> <li>Committed to safeguarding and promoting the welfare of children and young people</li> <li>High level of emotional intelligence/ self-awareness</li> <li>Friendly and outgoing</li> <li>Able and willing to establish good professional relationships</li> <li>Self-motivated and able to work on own initiative without supervision</li> <li>A drive to improve</li> <li>Flexible</li> <li>Good problem solver</li> <li>Good sense of humour</li> </ul>		
<b>Knowledge &amp; Experience</b>		
<ul style="list-style-type: none"> <li>Experience of working with children/young people</li> <li>Developing and maintaining positive working relationships with a range of students in order to provide guidance and support</li> <li>Experience of communicating with a range of individuals, including parents/carers and outside agencies in an appropriate manner</li> <li>Strong IT skills – in particular, the Microsoft Office packages.</li> <li>Ability to accurately process and analyse data.</li> </ul>		<ul style="list-style-type: none"> <li>Experience working in a school.</li> <li>Experience of dealing with behaviour issues in an academic environment</li> <li>Knowledge of school systems, up-to-date curriculum and correct academic procedures; and using this knowledge to help guide individuals through the learning process</li> </ul>
<b>Other Requirements</b>		
<ul style="list-style-type: none"> <li>Enhanced DBS clearance</li> <li>To be committed to the school's policies and ethos</li> <li>To be committed to Continuing Professional Development</li> <li>Motivation to work with children and young people</li> <li>Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>Emotional resilience in working with challenging behaviours and attitudes</li> <li>Ability to use authority and maintaining discipline</li> </ul>		