

## JOB DESCRIPTION

<b>TITLE:</b>	Pastoral Support Manager
<b>SCHOOL:</b>	Lealands High School
<b>RESPONSIBLE TO:</b>	Heads of Year / Assistant Head Teacher
<b>GRADE:</b>	SCP 25 -28

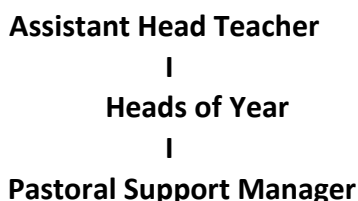
### PURPOSE OF POST:

To work as a member of the pastoral team giving support to one of more year groups and demonstrating flexibility on a day to day basis. The core of the Pastoral Support Manager (PSM) is to provide leadership and management for the year group they are responsible for. This role will require the successful candidate to work across different year groups. This will also help to ensure high quality education and personalised learning strategies for all students.

With the Head of Year, the PSM is expected to provide direction for the year group and ensure that they are managed and organised, within the constraints for the overall framework of the school, to meet agreed aims and targets. The PSM, working closely with their Head of Year and link senior member of staff, is responsible for shaping and planning the future for the year group by helping to raise standards and for ensuring equality of opportunity for all.

The PSM, working with others, secures the commitment of students, parents and the wider community to the year group and the school by developing and maintaining effective networks with, for example, other schools/colleges, the Local Authority, the Education Welfare Service and other organisations. The PSM is responsible for creating a productive, disciplined learning environment and for the day-to-day management, organisation and administration of the year group. They are required to implement and support the effectiveness of a wide variety of interventions across the school. They are expected to promote the values held by the school and help maintain a positive school ethos.

### ORGANISATION CHART:



### PRINCIPAL RESPONSIBILITIES:

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#### 1. Vision and Planning

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- Help to implement the Year Achieving Excellence Plan (YAEP) taking into account best practice advice audit reports and findings from inspections and self-evaluations.
- Appreciate and support the role of other professions and establish constructive relationships and communication with other agencies and professionals to ensure high quality support for the year group.
- With the Head of Year ensure that national and other agreed behaviour strategies/initiatives are appropriately planned for and implemented.
- Identify and encourage activities that support cross-curricular, interdepartmental collaboration and enable aspects of the National Curriculum and wider learning to be provided in a range of contexts where appropriate.
- Ensure data is used to monitor progress in every child's learning.  
Keep track of student attainment targets and tracking data so that strategies can be implemented for all students individually including those with additional needs.

- Liaise with the Head of Year and Senior Leadership Team on the strategic leadership of the year team while taking into account whole school considerations.
- Contribute to whole school policy making and review including the School Achieving Excellence Plan and SEF processes in relation to inclusion.
- Maintain a constant working relationship with the Head of Year, relevant pastoral and support teachers and support staff by being an active and key contributor to the school pastoral and support systems.
- Work with the relevant Year Leader/member of the SLT in preparing and reviewing school policies that relate to and impact on the year team taking into account best practice advice.
- Contribute to the school's commitment to equality of access to opportunities to learn and develop for all students.
- To attend relevant events throughout the year related to the particular year group including parents' evenings, options' evenings, new student intake evenings, exam results days and other events which are relevant to the role.

## 2. Managing the year

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- To be responsible for the efficient running of the year group.
- Maintain accurate behaviour files of students.
- To undertake whole school corridor support duties in order to help maintain student discipline.
- To undertake reflection room duties daily and maintain classroom discipline.
- Monitor attendance and punctuality, analyse data and be proactive with individuals and groups working with relevant staff and parents on ensuring maximum attendance of all students.
- Investigate and follow up suspected truancy issues.
- Provide in class support when required for whole class or individuals.
- To work with relevant staff in drawing up and reviewing Pastoral Support Plans.
- To be a central point of contact in the pastoral system and liaise with middle and senior leaders in coordinating interventions.
- Working closely with the Safeguarding Team, to be responsible for confidential administration and clerical duties relating to child protection and safeguarding.
- Work co-operatively with the teaching staff and support teams and provide assistance as necessary to all parents, students, staff, Governors and other relevant stakeholders.
- Liaise with external agencies and providers as appropriate.
- Attend Year Team Meetings, Core Meetings and briefings, ensuring agendas are drawn up and minutes/notes of action points kept, in accordance with school policy.
- To prepare documentation for all exclusions and other relevant reports, ensuring national and local guidelines are kept.
- To work with the Safeguarding Team, SLT Links and SENCO to coordinate information for Early Help Assessments set up and referrals for students who have been identified as needing such an intervention.
- To attend and administer parental meeting with the support of the SLT link relating to student misconduct or attendance/punctuality
- To administer the admission of new students to the school including those joining on a managed move via the 'In Year Fair Access Protocol', by ensuring following up requests for admission, ensuring relevant paperwork is completed, coordinating testing, setting up and attending parental admissions interview and review meetings and ensuring that all new students are supported fully in their induction to the school.
- Actively support the implementation of the school's rules and pastoral routines within the tutor time including support over uniform checking, rewards and commendations and target cards. ➤ Act as a mentor to individuals when required.
- Coordinate the reward systems within the year group to ensure successes in attendance, behaviour and curriculum are acknowledged and celebrated through assemblies, notice boards and other events.
- With Head of Year, coordinate and organise end of year trips/activity days.
- Contribute to the selection, provision and organisation of any programmes within school to help raise achievement.



### **3. Staff Develop and support**

- Work with staff in the pastoral and support team to identify training needs as part of the overall school/team improvement plan.
- Participate in professional development activities and programmes and attend and participate in other relevant meetings as required.
- Where appropriate support staff in planning and implementing behaviour management approaches which maximise learning for the year group.
- Support staff in the assessment, recording and reporting of student progress and attainment including having input into the end of year reports to parents.
- Undertake personal and professional development in order to maintain an up-to-date knowledge of recent initiatives.

### **4. Monitoring and review**

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- Monitor behaviour and attendance of the year group using SIMS and Epraise.
- Through engagement with student data, monitor students' learning in all subjects and be aware of how well national age expectations and targets are being met.
- To work with the Deputy Head teacher in monitoring trends in exclusions and put in place strategies to address these trends.

### **5. External and community liaison**

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- Liaise with relevant local and national agencies as appropriate, such as LEA advisory staff, Education Welfare Service and other local schools to ensure staff are aware of, and sharing, good practice.
- Work in partnership with parents to involve them in their child's learning including parents' evenings for the year group to ensure that parents are informed about the curriculum, attainment, progress and targets.
- Liaise with outside agencies, partner schools and colleges to secure the appropriate interventions and support for students and families where necessary.

### **6. Other Duties and Accountabilities**

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- Be responsible for the general security of information held in the school office and for the safekeeping of all documentation, confidential materials and other valuable items held there in relation to student files.
- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to the Head teacher and/or Deputy Head teacher.
- Ensure compliance with your responsibilities as laid out in Luton Borough Councils Equal Opportunity Policy and take an active role in promoting equality and diversity.
- Promote within school and outside school, the school's policy on behaviour and punctuality for learning and a commitment to providing a caring and stimulating environment, and improving standard for all students within the school.
- Undertake such other duties as reasonably correspond to the general character of the post and commensurate with its level of responsibility under the instruction of the Head teacher and the Governing Body of the school.



## Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

- Essential (E) :- without which candidate would be rejected
- Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the essential and desirable criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
<b>Experience</b>	Experience of working with students with social and behavioural needs.	1,2	Some experience of supporting learning of disaffected students in an educational environment. Some experience of providing counselling/pastoral care.	1,2
	Demonstrable experience in working with parents to support their child's development.	1,2		1,2
<b>Skills/Abilities</b>	Able to motivate disaffected students and able to respond positively in emotionally demanding situations.	1,2		
	Able to contribute constructively to the work of a team.	1,2		
	Able to build and maintain constructive relationships with students and parents/carers.	1,2		
	Literacy skills – able to read, understand and differentiate written material within relevant curriculum; able to draft policies and guidance.	1,2,3		
	Numeracy skills – able to add, subtract, multiply and divide to support students in accessing relevant curriculum.	1,2,3		
	Able to coordinate, motivate develop and lead a small team.	1,2		
<b>Equality Issues</b>	Able to recognise and act upon discrimination.	1,2		
<b>Specialist Knowledge</b>	Demonstrable knowledge of relevant policies and codes of practice and awareness of relevant legislation, strategies and intervention systems	1,2		
	Demonstrable knowledge of national curriculum at appropriate key stage	1,2		

<b>Education and Training</b>			Meet Higher Level Teaching Assistant standards (NVQ Level 4) or equivalent qualification or equivalent experience	1,2,4
<b>Other Requirements</b>				

**(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)**

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995 & 2005), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998)