**Pastoral Hub Manager (Tier Two Interventions)**

This person will need to work closely with the pastoral, safeguarding and SEND teams to identify a small group of students each half term who are disengaging with academy life and would benefit from intensive 5 week support and withdrawal from our mainstream curriculum to turn their behaviour around.

This will be done in a bespoke pastoral provision which will be led and managed by the Hub Manager. You will work to an ‘assess and address’ model. Each half term you along with Senior Pastoral Leaders will identify a group of ‘like’ students who present similar challenging behaviours and provide a 5 week turn around curriculum aimed to address these needs.

You will then facilitate a structured re-integration back into the full mainstream curriculum and academy routines and monitor their progress for impact. Throughout this period you will build strong relationships with the parents/carers of identified students ensuring that they have a clear understanding of how to support students to exhibit ‘secondary ready’ behaviours.

**Key responsibilities:**

* To lead and manage the Teir Two intervention programme.
* To work with pastoral leaders to identify students for the intervention programme.
* To plan a 5 week intervention curriculum that follows the following model:
  + Engage and win the support of parents/carers of students who will be involved in the programme
* Develop positive supportive relationships with parents/carers that include agreeing behaviour contracts with students and parents/carers agreements at the start of the programme that outline:
  + standards of uniform and equipment that parents/carers will send the student in with each day
  + support required for completion of homework and daily reading
  + support parents/carers will provide when their child’s behaviour is challenged
* Conduct initial assessment of student needs including basic SEN/SEMH screeners, as well as literacy / numeracy screeners to identify any unidentified needs and establish a baseline to measure impact of programme.
* Repeat these assessments at the end of the programme to identify impact.
* Deliver the following daily curriculum:
  + Academy daily reflection programme
  + Daily reading provision (use of Lexia programme and Academy Cultural Reading programme)
  + Agree with Heads of Department and deliver daily English, Maths and Science provision utilising either the academies own curriculum resources or appropriate resources from the Oak National, White Rose or the range of online learning platforms available in the academy.
  + Within the weekly timetable ensure delivery of the academy personal development curriculum, religious studies and humanities subjects.
  + Plan opportunities for students to receive PE, Art, DT, Computer Science from those departments.
  + End of day reflection and agree behaviour target for the following day.
* To ensure that academy routines and standards are maintained by all students in engaged on the programme (including standards of work completion and presentation in their books).
* Arrange for work to be marked by relevant class teacher / Head of Department at appropriate points so that students receive feedback and continue to make progress.
* To apply rewards and sanctions consistently.
* To work with the students to plan a social action project that builds a sense of pride in, and engagement with, the academy community.
* To identify with each student a co-curricular activity that they could attend and support them to take part.
* End of day communication with parents/carers to discuss students successful behaviours and areas for improvement.
* Final week of the programme to involve a carefully staged transition back into full mainstream timetables with a focus on supporting and embedding academy expectations.