



Faculty/Department	Pastoral
Job Title:	Pastoral Leader
Grade	MPS/UPS Plus TLR2C
Accountable to:	Deputy Headteacher, Pastoral
Post Purpose	To take a strategic lead in supporting the holistic development of students encompassing all aspects of their life in school to engender a sense of whole school community and identity, and to scrutinise their journey through the school. Ensuring the climate and behaviour of the year group encompasses our school values, including having overview of the behaviour of a specified year group, monitoring intervention, and liaising with parents and key stakeholders.
Duties, Responsibilities and Key Tasks:	<p>Working alongside appropriate wider school staff (Year Leaders, Attendance Officer, Director of Raising Standards, Director of Community, Life Skills Team Leader, Well-Being, Safeguarding, Inclusion, teachers etc), responsibility for:</p> <ul style="list-style-type: none"> • Monitoring and actioning student behaviour data and coordinating intervention. • The academic progress and tracking of students in their year group. • Tracking and monitoring attendance, punctuality and coordinating intervention • Supporting Form Tutors with Tutor Time, Behaviour Curriculum, tutee meetings, pastoral care, behaviour and discipline • Creating a positive climate for learning and a sense of belonging to the year group • Promote the school’s core values of Be Kind, Be Respectful, Work Hard and links to the ASK curriculum. • Act on opportunities to promote the 4 R’s that underpin all we do at SBE – Routines, Relationships, Restorative and rewards. • To support and hold accountable a team of Form Tutors and provide professional leadership and management of a Year Group and establish high expectations of progress and behaviour. <p>General</p> <ul style="list-style-type: none"> • Monitoring and mapping intervention for student behaviour • Working with the Director of Raising standards to support student data. • Supporting and monitoring the work of each Form Tutor, offering training where appropriate • Ensuring that each Form Tutor is aware of their responsibilities. • Supporting Form Tutors with regard to behaviour and discipline in liaison with Year Leaders and student services • Creating a structured scheme of work and programme for Tutor Time, Behaviour Curriculum and Assemblies • Attending and contributing to meetings about their students as appropriate

	<ul style="list-style-type: none"> • Lead Tutor group weekly briefings and monthly meetings, including training for tutors and wider staff as appropriate. • Routinely visiting tutor group bases to support tutors and students • Covering registrations/tutor times as required • Routinely use Arbor and behaviour/attendance data to draw off key information, analyse data in order to make improvements. • Leading mentoring as appropriate (eg peer mentoring) • Delivery of each year group specific initiative. (Year 7 – Transition, Year 8 – Preferences, Year 9 – Bridging Year, Year 10 – Work Experience, Year 11 – Examination Year) • Responsibility for a whole school area of focus. E.g. Anti-Bullying, Detentions, Awards and Rewards, Uniform, Alternative Curriculum • Preparing, monitoring, and evaluating the content and delivery of form activities • Preparing and leading assemblies • Ownership and leadership of social times • To monitor behaviour by implementing the school’s behaviour and discipline Policy, involving rewards and sanctions within the year group and ensure consistent implementation. • To develop strategies to support the learning of students whose behaviour is challenging, to enable progress and limit the disruption to the learning of other students. • Contacting parents and meeting with parents where necessary • Liaising with Year Leaders/Student Services staff where students are referred to outside agencies, attending meetings as arranged by student services staff when appropriate. • Undertake regular safeguarding training alongside effective use of CPOMS. • Attending meetings as appropriate, such as Team Leader, Pastoral Leader briefings and monthly meetings with the pastoral team • To liaise with the Attendance Officer and year Leader and other staff in the academy to follow up absences and improve attendance of individuals within the named year group. • Targets set for each individual, ensuring that follow-up procedures are adhered to and that appropriate action is taken
<p>General</p>	<ul style="list-style-type: none"> • To be aware of the Trust’s duty of care in relation to staff, students and visitors and to always comply with the health and safety policy. • Some working flexibility will be required to meet the demands of this post. • To establish and maintain positive, constructive, and professional working relationships with staff, visitors, students, parents, and other professionals of the Trust. • To be aware of and comply with the codes of conduct, regulations and policies of the Trust and its commitment to Equality, Diversity and Inclusion. Act in a courteous way at all times in communications with both colleagues and all stakeholders. • To contribute to whole School and Trust events as and when required. • To develop self within the post, undertaking training/appraisal as appropriate to ensure that relevant knowledge and skills are updated to support the development of the school.



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| | <ul style="list-style-type: none">• To carry out any other reasonable duties or requests of your Line Manager and/or Head of School, that are in keeping with this post or as may be determined from time to time by the Operations Manager, Head of School or CEO. |
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This job description reflects the principal accountabilities of the post holder and identifies the level of responsibility as which they will be required to work. In the interests of effective working, the major tasks may be reviewed on an annual basis to reflect changing business needs and circumstances. Such reviews, and any consequential changes, will be carried out in conjunction with the post holder. It does not form part of your contract of employment.

The 5 Dimensions Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. All posts are defined as Regulated Activity and therefore this post is subject to an Enhanced DBS.

Job Description

PERSON SPECIFICATION

ATTRIBUTE	Essential (E) or Desirable (D)	Assessment
Qualifications		
Qualified Teacher Status	E	A
Recognised Degree or equivalent relevant to the post	E	A
Skills		
Have a high regard for young people and the learning process	E	A/I
Excellent classroom practitioner	E	A/I
Have the ability to communicate effectively both verbally and in writing	E	A/I
Have the potential to lead a group of staff	E	A/I
Ability to build professional relationships with students based on respect.	E	A/I
Excellent IT skills, including Microsoft office, Teams etc.	E	A/I
Good interpersonal skills	E	A/I
Experience/knowledge		
Previous experience within the Secondary mainstream phase	E	A/I
Previous experience of individual pupil target setting for pupils who are experiencing some behaviour difficulties	E	A/I
Show a broad understanding and working knowledge of the National Curriculum at Key Stage 3 / 4/ 5	E	I
Ability to assimilate school and team policies and contribute towards their development	E	A/I
Demonstrate a secure knowledge and understanding of their subject area	E	I/A
Understanding of age appropriate educational developments and the implications of current relevant educational legislation.	E	I
Personal attributes		
To be positive, creative and enthusiastic	E	I
To be willing to contribute to the development of learning and teaching across the school.	E	I
High level of energy, motivation and commitment to both pupils, their families and staff of the school.	E	I
Ability to communicate effectively and appropriately and to establish positive working relationships with pupils, staff, parents, the home school and wider community	E	I
Demonstrate and adhere to 5 Dimensions core values	E	A/I
Have the personal impact and present to effectively motivate pupils and staff	E	I
Have a desire to be part of an innovative school which seeks to engage all pupils in their own learning.	E	I
Adhere to the Trust's Safeguarding and Prevent policy	E	I
Adhere to Health and Safety Policy	E	I

A = Application

I = Interview

T = Task/Activity

R = References



I confirm that I have received a copy of the above job description for this role.

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Date

Signature