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| **ROLE PROFILE** | | | | |
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| \*In our Trust we will consider requests for **flexible working** at the recruitment stage.  For many roles some flexibility is possible. We can’t promise to give you exactly what you want, but we do promise to have an open discussion and give careful consideration to your preferences. | | | | |
| **Job Title:** | Pastoral Lead | **School:** | Colton Primary School | |
| **Salary Grade:** | Salary grade in line with national pay scales:  C1 – C3 (depending on experience)  **FTE:** £27,711 - £32,654 per annum  **Actual salary:** £22,452 - £26,457 per annum | **Working Hours:** | Full time  35 hours per week. Term time only plus training days.  08:30 – 16:00 Monday to Friday | |
| **Contract Type:** | Permanent | **Location** | Leeds | |
| **Responsible to: Deputy Headteacher and Headteacher** | | | | |
| **Role summary:**  As a pastoral lead you will be joining a fantastic team which is committed in supporting the pastoral care of the children in our school. If you have the skills to build relationships with children and families and really want to make a difference – this is the role for you!  **Red Kite Learning Trust is committed to safeguarding and promoting the welfare of students and expects all colleagues and volunteers to share this commitment.** | | | | |
| **Special conditions of service:**  No smoking policy, including e-cigarettes/vaping. | | | | |
| **Role specific responsibilities:**   * Liaise with school colleagues and other agencies to effectively support children with their pastoral needs, including social, emotional and mental health needs; behavioural difficulties; improvements to attendance; personal development and welfare needs. * Maintain regular contact with families/carers of children in need of extra support, to keep them informed   of the child’s needs and progress, and to secure positive family support and involvement.   * Work closely with pupils across the school, leading 1:1 nurture sessions, behaviour interventions and small focus groups, e.g supporting anxiety and raising self-esteem. * Identifying any barriers to learning and putting appropriate support in place for pupils. * Establish and maintain an ethos of high standards from all children in school, supporting the consistent application of the Behaviour Policy. * Liaise with outside agencies to support pupils who have an Early Help Plan or are Looked After, maintaining accurate records of interventions and relevant meetings. * Supervise a class if the teacher is temporarily unavailable . * Uphold public trust in the sector and maintain high standards of ethics and behaviour, within and outside school. * Have proper and professional regard for the ethos, policies and practices of the school and maintain standards of attendance and punctuality.   **All colleagues**, will make a positive contribution to the wider life and community of our school, for example through sport, music, hobbies etc.  **RK People responsibilities:**   * Contribute to the overall [aims and values](https://www.rklt.co.uk/our-trust/our-mission-values-and-goals/) of our Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required * Comply with all Trust policies and procedures including child protection, health, safety, welfare, security, confidentiality and data protection etc., reporting any concerns to the appropriate person * Contribute to ensuring safeguarding procedures are in place and used effectively at all times.   The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in the role profile but which is in line with the general scope, grade and responsibilities of the role. | | | | |
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| **PEOPLE PROFILE** | | | | |
| **Aptitudes and Characteristics** | | | **Essential** | **Desirable** | |
| Experience of working in a school environment or other educational setting | | |  | \* | |
| A patient, calm and nurturing approach | | | \* |  | |
| An ability to develop positive relationships with children and adults | | | \* |  | |
| Experience of providing pastoral support and targeted interventions to children | | | \* |  | |
| Able to communicate effectively with staff, pupils, parents/carers including good negotiating skills | | | \* |  | |
| Ability to maintain confidentiality at all times and uphold the ethos of the school | | | \* |  | |
| Good written and spoken interpersonal skills | | | \* |  | |
| Counselling or coaching skills | | |  | \* | |
| Able to use own initiative and motivate others | | | \* |  | |
| Willingness to proactively take part in training. Take responsibility for and be keen to improve upon own professional development | | | \* |  | |
| Ability to investigate, evaluate, solve problems and make decisions | | | \* |  | |
| Qualifications | | | **Essential** | **Desirable** | |
| Good Level of qualification or relevant experience | | | \* |  | |
| GCSE Maths & English or equivalent at recognised pass rate (Grade 4 or previously Grade C) | | | \* |  | |
| Degree Qualification | | |  | **\*** | |
| First Aid training or willingness to complete | | |  | \* | |
| Experience of supporting pupil learning | | |  | \* | |
| Good literacy and numeracy skills | | | \* |  | |
| Competent ability in ICT, able to apply good-level skills and working knowledge of school systems | | | \* |  | |
| Committed to own continuing professional development | | | \* |  | |
| Mental Health training such as Mental Health First Aid or similar | | |  | \* | |
| Ability to work under pressure and meet deadlines | | | **\*** |  | |
| **Safeguarding and Promoting the Welfare of Pupils** | | | **Essential** | **Desirable** | |
| An appropriate motivation to work with children and young people | | | \* |  | |
| Ability to maintain appropriate relationships and personal boundaries with children and young people | | | **\*** |  | |
| Emotional resilience in working with challenging behaviours and appropriate attitudes to the use of authority and maintaining discipline | | | **\*** |  | |