



Job Description



- Job Title:** Pastoral Support Manager
- Band:** Scale 6
- Responsible to:** Assistant Headteacher
- Responsible for:** Working with the Pastoral Team to deliver behaviour and welfare strategies. Ensure students feel safe and supported at school and are encouraged to achieve the best outcomes.

JOB PURPOSE

- To support the Governing Body and Headteacher in ensuring the delivery of a high quality and effective education service to the local community
- To enable outstanding progress and attainment by ensuring that attendance of all year groups is good and at least in line with the national average
- To be clear on the school policy and contribute to review and update
- To support the vision and strategic direction of Hylands by providing outstanding pastoral care that reduces barriers to learning including supporting and running elements of the Ambition Champions programme
- To enable outstanding progress and attainment by ensuring that attendance of all year groups is good and at least in line with the national average
- To be accountable to the Assistant Headteacher for the safety and behaviour of learners within year groups

KEY RESPONSIBILITIES

- To challenge, support and inspire every individual to achieve their best
- To cultivate a stimulating environment where everyone feels valued and success is celebrated
- To work collaboratively to ensure high standards of behaviour, teaching and learning across the school
- To provide a range of opportunities so that all students can achieve their full academic potential
- To promote excellence through a caring, supportive environment
- To lead the pastoral care of all year groups through effective teamwork leading to high standards
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager

Specific Responsibilities

- Contribute to the Pastoral care of all students.
- Engage in the ACEs programme to support disadvantaged students.



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- Be the first line of communication for parents, staff and pupils concerning pastoral issues and to liaise with the Tutors, Heads of Year and Senior Leadership team as and when appropriate
- Contribute to the promotion of the School's corporate identity and a sense of belonging (through assemblies, visits, Year events, social functions etc).
- Encourage and motivate students' involvement in key events (e.g. induction, options, Global Week, interviews, career guidance etc).
- Support the organisation of educational activities Group.
- Willingness to support occasional out-of-hours extra-curricular activities.
- Contribute to the mentoring of under-performing students.
- Liaise with outside agencies as the need arises.
- Promote regular attendance and punctuality, actively dealing with both.
- Have overall supervision of some students' attendance, lateness and uniform.
- Support, organise and conduct assemblies.
- Liaise with the School Welfare Officers and the appropriate School health services.
- Cover Emergency duty.
- Interview new parents and students during the school year to gather information.
- Training, guidance and support of Staff with regards to Pastoral matters.
- To aid transmission and transfer of data between Key Stages.
- To serve as a named Child Protection Person when necessary and keep updated with the relevant training.
- Attend meetings with outside agencies on and offsite for some students.
- To organise and run Intervention Sessions to target identified vulnerable students.

Health and Safety and Student Safeguarding

- Have due regard for the school Health and Safety policy and Safeguarding policy and any such issues particular to their subject
- Follow school procedures for reporting Health and Safety incidents or near misses
- Familiarise yourself with fire regulations and procedures
- Have due regard for student safety and report any concerns to the appropriate school body
- Complete relevant annual TKAT on-line training courses

Notes

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

Signed: _____ Post Holder
 _____ Line Manager
 _____ Head of School

APPENDIX 1: Person Specification



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| General heading | Detail | General Examples | Specific examples (where appropriate) |
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| Qualifications & Experience | Specific qualifications & experience | Relevant to post Include experience of working with children where relevant | No formal qualification required, but good standard of education. Need relevant experience of working with students aged 11-19, although more specific for separate year groups. |
| | Knowledge of relevant policies and procedures | e.g. First Aid, Financial Procedures, School procedure/policies – Some policies procedures are covered in relevant sections below e.g. H&S, Behaviour Management, Child Protection | Need to have detailed knowledge and understanding of all school procedures and policies, especially Safeguarding, Rewards and sanctions, Attendance, Equal Opportunities, race Equality, Inclusion and Communications policy |
| | Literacy | Level of literacy required, including qualification level where required | High level of literacy required – although no formal qualification. Post holder is expected to write to parents and outside agencies following the Communication policy |
| | Numeracy | Level of numeracy required, including qualification level where required | A level of numeracy which allows for interpretation of baseline data such as attendance, attitude to learning and achievement. |
| | Technology | Ability to use equipment e.g. | Must be ICT literate, with an ability to use common school |



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| | | photocopier, specialist equipment e.g. for technicians, IT packages etc. | ICT equipment for logging, monitoring and communication. |
| Communication | Written | Form filling, letter writing, report writing | <p>Ability to write detailed reports</p> <p>Ability to write routine letters</p> <p>Ability to write detailed referral forms to outside agencies.</p> <p>Ability to write reports for exclusions and for individual student risk assessments.</p> |
| | Verbal | Ability to exchange information clearly, presentation skills, training etc. | <p>Listening Skills</p> <p>Ability to exchange routine verbal information clearly with children and adults</p> <p>Ability to exchange complex and sensitive information in a firm and non-ambiguous way</p> <p>Ability to express own views and opinions</p> <p>Ability to deal with complex emotional issues.</p> <p>Ability to read and respond to non verbal communication in both students and adults.</p> |
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| | <p>Negotiating</p> | <p>Requirement for consultation, and negotiation</p> | <p>Ability to consult effectively with students and adults</p> <p>Ability to motivate/encourage/empower students/adults</p> <p>Ability to communicate and adjudicate between students and adults</p> <p>Needs a non judgemental approach.</p> <p>Advising staff on how to work with students, providing negotiating and conciliatory skills on behalf of students with staff and parents.</p> <p>Meet with parents and prospective students to promote the school either individually or at events</p> |
| <p>Working with children</p> | <p>Behaviour Management</p> | <p>Knowledge level of behaviour management policy plus any specialist skills</p> | <p>Ability to manage the behaviour of cohorts students in many different settings, e.g. the classroom, on the playground, in corridors, in assembly, on trips – as large groups or as individuals. N.B. sometimes this requires the management of students in cross age groups such as playground duty and area monitoring between lessons.</p> <p>Understanding and implementation of school sanctions and rewards policy.</p> |



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| | | | <p>Ability to use physical presence in a positive manner.</p> <p>Develop good body language skills to manage confrontational situations and keep control of a situation.</p> |
| | SEN | <p>General - understand and support the differences in people</p> <p>Any specific skills, knowledge or qualification</p> | <p>Understand and support the differences in children and adults and respond appropriately.</p> <p>Attend meetings with the SENCO to discuss the welfare needs of students.</p> <p>The ability and knowledge to discuss individual needs with outside agencies – e.g. this can be quite complicated as in the case of a full CAF referral.</p> |
| | Curriculum/School organisation | <p>Knowledge level of the school curriculum</p> <p>Any specific skills, knowledge or qualification</p> <p>For those not directly supporting children this may include areas such as exams procedure, timetabling etc.</p> | <p>General understanding of the school curriculum</p> <p>Working knowledge and experience of implementing the national curriculum and other learning programmes</p> <p>Understanding of statutory framework relating to teaching</p> <p>Some support is offered via homework clubs.</p> <p>An awareness of religious/cultural differences is essential</p> |



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| | Child Development | Level of understanding required of the way in which children develop | <p>Basic understanding of the way in which students develop</p> <p>Understanding of different developmental stages and the impact of experience on these developments</p> <p>Understand and support students in transition</p> <p>Refer students to outside agency support when developmental support is required.</p> |
| | Health & Well being | General and any specific requirements to promote and support physical and emotional wellbeing | <p>Understand and promote the value of emotional and physical wellbeing in adults and students.</p> <p>Refer students to outside agencies as appropriate.</p> <p>Take responsibility for own wellbeing</p> |
| Working with others | Working with partners | Ability to forge networks/links, internal and external partners | <p>Understand and value the role of parents and carers in supporting students</p> <p>Know when, where and how education and support services can be accessed</p> |
| | Relationships | Abilities to form appropriate and productive relationships with relevant groups – children, | Ability to establish rapport and respectful and trusting relationships with students, their families and carers and |



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| | | colleagues, governors, parents etc. | <p>other adults using appropriate communication styles</p> <p>Ability to build open and honest relationships</p> <p>Ability to counsel students, staff and parents on welfare issues relating to students.</p> |
| | Team work | Requirements to work within team and/or independently | <p>Work effectively as part of a team</p> <p>Ability to work independently</p> <p>Know when and how to seek support</p> <p>Know when and how to hand over control</p> <p>Knowledge of own position within a team environment and the boundaries which apply</p> <p>Be able to lead team meetings when required</p> |
| | Information | Following/giving instructions, requirements to provide information | <p>Knowledge and use of CAF</p> <p>Help with the planning process for the whole school plan for their relevant key stage, and review on a regular basis.</p> <p>Ability to record and report observations in an appropriate manner</p> <p>Ability to distinguish between option and fact</p> |



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| Responsibilities | Organisational skills | Requirements of the post | <p>Ability to be proactive and initiate action</p> <p>Be part of groups/committees who consider implementation of school policy e.g. uniform and e-safety</p> |
| | Line Management | Any line management, supervisory requirements | Train new tutors under the management of Heads of Years, monitor lunchtime supervision. |
| | Time Management | Requirements of the post | <p>Ability to juggle a myriad of tasks and issues – often needing response immediately and without planning.</p> <p>Need to find time to keep meticulous records and to keep them updated, whilst communicating actions and decisions to all other appropriate parties.</p> <p>PMs operate an ‘open door’ approach for both students and staff so prioritisation is key.</p> |
| | Creativity | Requirements for initiative, original thinking, creativity, innovation etc. | <p>Ability to be flexible in ideas and thoughts, constantly finding new methods of supporting students to achieve their best.</p> <p>Use of strategic thinking skills when devising pastoral support plans.</p> |



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| | | | Tactical thinking used day to day with regards to problem solving |
| General | Equalities | General and any specific requirements | Demonstrate commitment to treating all people fairly |
| | Health & Safety | General and any specific requirements | Knowledge and practical commitment to the school's Health and Safety policy |
| | Child Protection | General and any specific requirements | Understand what is meant by safeguarding and the different way in which children can be harmed Understand and comply with children protection procedures Understand and comply with specific school procedures. Regularly keep Child Protection training up to date. |
| | Confidentiality/Data Protection | General and any specific requirements | Understand and comply with procedures and legislation relating to confidentiality |
| | CPD | Demonstrate commitment | Attend outside CPD at least once a year and internal CPD as and when required. |