

Job Description

POST: Pastoral Team Leader

RESPONSIBLE TO: Assistant Headteacher for Standards

SALARY: Grade 7

LOCATION: The Wilnecote School

WORKING PATTERN: 37 Hours per week - Term Time Only

DISCLOSURE LEVEL: Enhanced

KEY RELATIONSHIPS: Senior Leadership Team, Assistant Headteacher for Standards, Pastoral Year Officers, The Inclusion Team, Reception and Student Welfare, Students

RESPONSIBLE FOR: Under the direction of the Assistant Headteacher for Standards, lead and support the Pastoral Team to enable them to effectively co-ordinate the support and provision for students who need help in overcoming barriers to learning and developing their potential by raising standards of behaviour for learning.

MAIN PURPOSE: SPECIFIC RESPONSIBILITIES

Support Students:

- To be a first response for everyday student problems, ensuring a high profile around the school building throughout the day, supporting behaviour both in and outside of classrooms.
- To facilitate the Pastoral Team to take the same approach to enable effective monitoring and intervention to take place for students within their year groups.
- To role model best practice to the Pastoral Team and lead from the front, promoting high standards supported by strong relationships with students, parents, staff and external agencies.
- To hold regular informal and formal meetings with the Pastoral Team to ensure strong communication and to develop a sense of team and empowerment.
- To act as a triage to ensure students receive support from the right person at the right time, with the aim to keep students in lessons learning whenever the most appropriate course of action and to identify students most at need so the Pastoral Team can have the greatest impact.
- To be a key member of the on-call system, reacting to on-call situations, dealing with and diffusing issues calmly and supporting students and staff as appropriate to ensure the right intervention and actions are put into place.
- To support the Pastoral Team when investigating reported incidents of poor behaviour, including interviewing students and gathering witness statements.

- To provide guidance and support to the Pastoral Team with regard to decisions they make and whether things need to be escalated, being a gate keeper for the Assistant Headteacher for Standards and other members of the Senior Team.
 - To support the Pastoral Team when contacting parents and informing them of individual students' behaviour as part of effective lines of communication between school and home.
 - To support the Pastoral Team through challenging situations with parents and families, providing advice and additional support as appropriate, meeting with them and diffusing situations to reach a resolution whilst upholding standards.
 - To lead and coordinate provision with the Pastoral Team to ensure staff are available to support students throughout the school day as well as before school, during break and lunchtimes and at the end of the day, as well as working together when colleagues are involved in meetings.
 - To liaise with relevant staff on actions to be taken and to update SIMS as appropriate.
 - To lead on, support and guide the work of the Pastoral Team when working directly with individuals or groups to:
 - Raise self-esteem and confidence of students with a view to improve personal and social skills
 - Support parents and students in crisis, liaising with identified personnel.
 - Manage the effective reintegrate those who have been absent.
 - To support the monitoring of behaviour and the progress of these students.
 - To be an accredited DSL and liaise as appropriate with parents, outside agencies, education welfare and the police with regard to confidentiality/sensitive information and complex issues.
 - Under the direction of The Assistant Headteacher for Standards, support Senior staff in the delivery of Year assemblies where appropriate, addressing key standards and pastoral issues, including a focus on praise and rewards.
 - Under the direction of the Assistant Headteacher for Standards, organise and lead on processes to enable the effective monitoring of standards, behaviour trends and attendance, compiling reports and considering how this information is used to inform next actions.
 - Actively go into lessons and Tutor time to support the monitoring of standards and students who have a history of not meeting expectations and coordinate the Pastoral Team to support this approach.
 - Support the effective and orderly start to school detentions at the end of the day.
 - Support KS2-3 Transition arrangements, visiting schools and speaking to students as appropriate.
 - Work with the Inclusion Team to support In-Year Admissions and Managed Moves and the integration of students into year groups as part of this process.
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- Under the direction of the Assistant Headteacher for Inclusion, to be a key worker for Looked After Children, supporting them on a daily basis as required and working with the Assistant Headteacher for Inclusion when liaising with outside agencies and social workers to secure the most effective and appropriate care.

Support Organisational Management

To liaise with the Assistant Headteacher for Standards to support the Pastoral Team to:

- Provide information, reports and analysis on student behaviour, including details of interventions and outcomes.
- Monitor and review attendance of students, intervening as appropriate. This includes monitoring and taking action to reduce truancy through working with our Attendance Officer and outside agencies.
- With the Pastoral Team, support students and parents through strategies which encourage good attendance.

- Complete paperwork for EHAs, with support from other relevant staff members, as appropriate.
- Where necessary, attend social care meetings such as EHA meetings, strategy meetings and case conferences.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required, working flexibly including evenings, open days and parent's evenings.
- Participate in training and other learning activities and performance development as required.
- Assist with student needs as appropriate during the school day.
- Be one of the school's names first aiders.

Safeguarding Children

CAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Head of Human Resources. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Person Specification

Our Values and Vision

These are our values. They can be thought of as our ‘non-negotiables’ - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement - Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

Achievement - ‘letting your light shine’: All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement - relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other’s professional and personal wellbeing.

All members of the staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. All staff have clarity and certainty about the direction our school is taking and be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures our schools are among the best in the country.

	Essential/Desirable
Qualifications	<ul style="list-style-type: none"> ▪ NVQ 3 or equivalent qualification in a relevant discipline
Experience, Skills and knowledge	<ul style="list-style-type: none"> ▪ Experience of working in an education setting committed to the inclusion agenda ▪ Experience of working with students demonstrating challenging behaviours ▪ Ability to remain calm in situations of high tension ▪ Ability to work constructively as part of a team ▪ Ability to relate well to children and to adults ▪ Ability to plan and develop systems ▪ Full working knowledge of relevant policies/codes of practice/legislation ▪ Good ICT and record keeping skills ▪ Good organising, planning and prioritising skills ▪ Methodical with a good attention to detail
Personal Qualities	<ul style="list-style-type: none"> ▪ Customer focussed ▪ Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect ▪ Open, honest and an active listener ▪ Takes responsibility and accountability ▪ Committed to the needs of the students, parents and other stakeholders and challenge barriers and blocks to providing an effective service ▪ Demonstrates a ‘can do’ attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations ▪ Is committed to the provision and improvement of quality service provision ▪ Is adaptable to change/embraces and welcomes change ▪ Acts with pace and urgency being energetic, enthusiastic and decisive ▪ Communicates effectively ▪ Has the ability to learn from experiences and challenges ▪ Is committed to the continuous development of self and other by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills
Other	<ul style="list-style-type: none"> ▪ Commitment to safeguarding and promoting the welfare of children and young people ▪ Willingness to undergo appropriate checks, including enhanced DBS Checks ▪ Motivation to work with children and young people ▪ Ability to form and maintain appropriate relationships and personal boundaries with children and young people ▪ Emotional resilience in working with challenging behaviours ▪ Attitudes to use of authority and maintaining discipline