

JOB DESCRIPTION

Post Title: Pastoral Lead (Non-Teaching)			Office Use
Grade: Band 6	Service/Workplace: Berwick Academy		JE ref: JD 1086
Responsible to: Pastoral – Deputy Head/Director of Pastoral	Date: 05/02/2019	Manager Level:N/A	(Job Evaluation Panel 05.02.2019)

Job Purpose: To be responsible for the pastoral leadership for an allocated Year Group. To lead with long term pastoral support including the management of behaviour, welfare, attendance and academic achievement. Under the instruction/guidance of senior staff you will work alongside the Senior Leadership Team and pastoral team to develop systems that will enable the school to continue to improve pastoral support. Provide the analysis of data to inform and implement interventions, mentoring, counselling to ensure the learning ethos is supported through high quality pastoral care. To provide leadership with analysis of data to inform and implement appropriate interventions ensuring students connect their actions and outcomes with their learning ethos. To be one of the school's Designated Safeguarding Leads (DSLs) and Appointed First Aiders. To liaise with and support staff/external agencies including working with parents and students. Berwick Academy has a school roll of 500 students approx. including Sixth Form

Resources	Staff	To liaise with Deputy Head Teacher (Pastoral) and other relevant staff
	Finance	None
	Physical	School and classroom resources including equipment.
	Clients	Internal (Teachers, Groups of children/Whole Class Interventions). External (Parents/Carers, external Professionals)

Duties and key result areas:

Key Tasks:

1. To play a major part in promoting the reputation of the school in providing a professional, competent and approachable service to students, parents/carers and other stakeholders.
2. To be characteristically capable of dealing with students and parents/carers in a calm, courteous and sensitive manner.
3. To liaise with the Senior Leadership Team, Heads of Faculty (DOL), SENCo, subject teachers, Form Tutors, students, parents, other teaching and support staff, admin support, EWO, Local Education Authority representatives, external agencies.
4. To lead the coordination of Inclusion Meetings including planning the agenda and chairing meetings
5. To liaise with other members of the pastoral team, Heads of Faculty (DOL), tutors and other staff on all referrals and concerns raised about individual students and where relevant, students on further support or intervention.
6. To coordinate home/school links over a range of issues e.g. attitudes to learning, attendance, behaviour and individual progress.
7. To access student voice via year group or key stage assemblies, focus groups, interviews and questionnaires, analysing student feedback to promote the learning experience and inform best practice.
8. To investigate issues or requests presented by parents/carers and staff and report to Deputy Head/Director of Pastoral
9. To take a lead in the resolution or progression towards resolution of student issues without always referring to more senior staff.

10. To take a lead role in the development and maintenance of student records and information systems ensuring information is up to date and available to appropriate users at all times.
11. To ensure the maintenance of accurate and up to date information on SIMS and safeguarding system.
12. Ensuring all administrative processes are completed on time and effectively.
13. To liaise with parents/carers, teaching staff, inclusion staff, admin staff, EWO, School Nurse and external staff, on all matters relating to welfare, attendance and behaviour.
14. Responsible for monitoring and evaluating of academic progress of the Key Stages including SEN students and provide Deputy Head/Director of Pastoral with data and reports as required.
15. Responsible for organising events relevant to the Key Stage /Year Group e.g. Parents evenings, Awards, Prom, Options, Anti-Bullying Week etc
16. Ensure the analysis and systematic recording of student progress and achievement to provide reports and evidence of the range and level of progress/attainment for students in the Key Stage
17. To analyse and evaluate data and work with the Leadership Team to develop appropriate interventions for groups and individuals.
18. Use data to develop strategies to support quality improvement with the Key Stages.
19. Implement and monitor interventions of underachieving students and vulnerable groups, specifically Pupil Premium and SEND.
20. To deal with allocated incidents referred by staff, investigating, summarising, issuing sanctions and liaising with parents regarding internal and external exclusions.
21. To support student progress in school by managing behaviour and implementing all aspects of the school's disciplinary policy, creating a safe and disciplined working environment.
22. To keep up to date on national developments in behaviour and discipline, attendance and safeguarding.
23. Liaise with person responsible for Child protection/Safeguarding and Looked After Children.
24. To lead on an organisational element of school life, (e.g. Transitions, House System), ensuring that the processes are implemented well, having due regard for effective management of resources and staff.
25. To take responsibility for your own professional development and seek opportunities to improve your own professional practice.
26. To be one of the school's Designated Safeguarding Leads (DSL) who accurately logs all reported safeguarding concerns in line with policy and subsequent actions and outcomes.
27. To follow up all safeguarding incidents to conclusion, liaising with outside agencies where necessary. This may include escalating concerns where a satisfactory outcome has not been achieved.
28. To attend safeguarding meetings, including case conferences and produce accurate reports for these meetings.
29. To act as a positive role model for colleagues in terms of professional and personal practice.
30. To contribute to all Pastoral-related Policies.
31. To take a lead at pastoral meetings with multi-agency meetings, exclusion hearings and reintegration meetings. To include the setting of agendas and preparing an academic year 'Year Group Action Plan' in consultation with the Deputy Head.

32. Assist with the management of students outside the classroom, e.g. arrival/break/lunch/departure times, during examinations and outside the school, school trips as directed by the class teacher or member of the school's management.
33. To play a full part in the life of the school, to support its mission and ethos and to encourage and ensure staff and students follow this example.
34. To be an appointed First Aider
35. Administration arising from dealing with students who are ill or involved in an accident on the premises eg completion of accident forms and HSE notification forms.

Other duties

- Work under the guidance of teaching staff/senior staff and within an agreed system of supervision, to supervise whole classes during the short term absence of the class teacher. The primary focus will be to maintain good order and to keep students on task until the teacher returns.
- To work with the other Pastoral Leads to coordinate and lead the management of the Internal Exclusion Room; this will include periods of cover on a rota basis with other senior staff. You will be responsible for ensuring suitable work is set for students in IE which will support progression for allocated year group.
- Patrol the school/grounds and deal with students out of class without permission.
- Deal with behaviour situations which may involve exposure to verbal abuse and aggression.

Support for the School

1. Comply with all school policies and contribute to the development of policy relating to:
 - Health and Safety
 - Equal Opportunities
 - Confidentiality and data protection.

Work in such as to promote the ethos and vision of the school.

Participate in training and development, and activities that contribute to the management of performance.

Attend and participate in regular meetings

Take the initiative, as appropriate, in developing multi agency contacts to support the learning and development of children.

To undertake other duties and responsibilities as required commensurate with the grade of the post.

Child Protection

- a. Deal with any allegations and disclosures that are made liaising with the Designated Person for Child Protection within school, and following procedures and guidelines.
- b. Attend Police Protocol meetings as required.

The duties and responsibilities highlighted in this job description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements

Physical requirements:	None
Transport requirements:	Able to use own car and/ drive school Minibus (Midas Training will be provided)
Working patterns:	Normal work patterns.
Working conditions:	Normally indoors, can involve minimal exposure to verbal abuse and aggression and dealing with accidents and first aid.

PERSON SPECIFICATION

Post Title: Non-Teaching Pastoral Year Lead		Ref:
Essential	Desirable	
Assess by		
Knowledge and Qualifications		
<ul style="list-style-type: none"> • Degree Level • Experience of or equivalent Level 4 qualification in a relevant discipline e.g. teaching, counselling, youth work, careers, social services or other relevant work • Very good numeracy and literacy skills. • To have knowledge and awareness of issues of concern to young people and others. • An excellent understanding of safeguarding procedures, including dealing with allegations and disclosures. 	First Aid qualification	(a), (i) (t)
Experience		
<ul style="list-style-type: none"> • Experience of Child Protection issues. • Experience of communicating with distressed/anxious/worried pupils or parents. • Experience of general clerical/administrative work. • Experience of working with young people in an educational setting. • Knowledge and ability to work effectively and network with a wide range of supporting services in both public and private sector. 	<ul style="list-style-type: none"> • Administrative and clerical experience gained in a school or educational establishment • Experience of an IT based administration system e.g. SIMS 	(a), (i)
Skills and competencies		
<ul style="list-style-type: none"> • Very high level of interpersonal skills, particularly – negotiation skills; caring skills and listening skills. • Ability to work effectively with, and command the confidence of teaching staff and senior leadership within the school. • Ability to understand a student’s educational and pastoral needs. • Ability to work flexibly in a team situation whilst being able to prioritise, show initiative and work independently, ensuring key routines tasks are achieved within deadlines. • Excellent organisational and communication skills with a willingness to 		(a), (i)

<p>respond positively to changing circumstances.</p> <ul style="list-style-type: none"> • Advanced ICT and keyboard skills • To possess good communication, social and organisational skills, and be able to take responsibility for own work schedule. • Knowledge of relevant policies/codes of practice and awareness of relevant legislation • Ability to relate to students and adults. • Ability to work as a member of a team • Good organisation and record keeping. • Understanding of multi-disciplinary and multi-agency working. 		
Physical, mental and emotional demands		
<ul style="list-style-type: none"> • Regular periods of concentrated mental and sensory attention and pressures from deadlines, interruptions or conflict. • The job involves contacts with, or work for, people, which through their circumstances or behaviour regularly place emotional demands on the jobholder. • Continuous significant emotional demands with pupils, parents, staff, social services. • Able to deal with emotional, physical and medical concerns and situations. 		(i)
Other		
<ul style="list-style-type: none"> • Willingness to participate in training and development. • A commitment to and interest in the wellbeing, support and achievement of students. • A belief in teamwork and co-operation with adults and students. • Flexibility, imagination and resilience, reliability and integrity. • A positive attitude to school. 		(a), (i)

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits