

Northumberland County Council
JOB DESCRIPTION

Post Title: Senior Pastoral Lead	Director/Service/Sector Northumberland Skills Service		Office Use
Grade: 7	Workplace: Agile - Learning Campuses across the County		JE ref: HRMS ref:
Responsible to: Curriculum & Skills Manager	Date: 21.02.2022	Manager Level: N/A	
Job Purpose: To lead and develop the Pastoral area, working with a range of Permanent, Sessional and Agency support staff. To ensure an effective link between the Vocational delivery staff and Parents/Guardians. To maximise the retention, achievement and progression rates of all learners. The postholder has to plan for a full year academic year and also plan for the following academic year both in preparation of appropriate staff resources and also a contribution to the overall curriculum plan			
Resource	Staff	The post holder is responsible for the management of a Campus and its resources and equipment, the site and team administrator and apprentices at the Campus and leading the subject area OR The post holder is responsible for the direct line management of Permanent, Sessional and Agency support staff leading the subject area across all 7 campuses.	
	Finance	The post holder contributes to the curriculum and business plan for the provision type of the associated financial targets related to 16-18 retained income of c.£400,000.	
	Physical	Preparation and closedown of classroom and other learning environments. Handling and set up of specialist practical equipment, resources and materials as determined by the activity. Travel to a wide range of locations for mentoring, coaching and reviews.	
	Clients	To guide and direct learners and ensure their health and safety and safeguarding at all times. To work with Campus staff, the sector subject curriculum lead covering the area being taught, and the Curriculum and Skills Manager. Carrying out of learning walks and observations of teaching and support staff and feeding back on good practice and areas for improvement as well as quality improvement matters	
Duties and key result areas:			
1. Liaise with managers to ensure knowledge is current on funding, priorities and sectoral needs, and that the appropriate syllabus and standards are used in devising and agreeing the curriculum plan. Make appropriate curriculum propositions to the Curriculum Lead(s) in order to secure appropriate levels of resources and delivery of the plan. Revise the plans as directed to ensure priorities are met. 2. Ensure the delivery is well timetabled and resourced whilst being cost effective. Ensure delivery maintains a good balance and mix of provision with proper progression and developmental opportunities for learners. Make all the necessary arrangements for the resourcing of the curriculum plan including but not limited to timetabling of staff, facilities, equipment and learning resources. Provide timely information on the curriculum to ensure marketing and back-office operations are carried out within deadlines. 3. Proactively identify opportunities and undertake development work on the curriculum or site to secure new enrolments. 4. To contribute to a variety of recruitment and selection activities, facilitating and supporting work trials and work experience. 5. To attend recruitment events and promote the Council as a positive apprenticeship employer to individuals. 6. To work with the SEND team to promote appropriate opportunities as a post 16 option and ensure that work is carried out to identify appropriate pathways.			

7. To liaise with the Curriculum teams on new recruits and progression opportunities. To act as the hub between Northumberland Skills, HR, Employee Services, employers and the learners. Liaise with curriculum delivery staff to ensure appropriate inductions are carried out.
8. To use information from internal and external apprenticeship applications, screening, selection activities and interviews, induction and initial assessment to identify the support needs of each individual.
9. To lead a team of Pastoral staff, Mentors and Learning Support Assistants.
10. To oversee and prepare and implement coaching and mentoring plans for each learner, working closely with the Curriculum Staff on the delivery of additional learning support, counselling, specialist teaching assistants, financial and other forms of support.
11. To contribute to the development of resources and materials needed for learner support, coaching and mentoring including to actively promote English and maths, safety, health, equality, diversity, safeguarding, prevent, British Values, health, wellbeing and sustainability to all learners over and above that contained in their learning programme.
12. To deliver good or outstanding coaching and mentoring, using innovative methods and e-learning and taking into account the needs of individual apprentices and support them to achieve their goals. To keep accurate records of pastoral intervention and the impact on learners. To plan for and deliver additional learning support, personalised activities or adjust strategies to deal with difficult learners or those with additional needs.
13. To oversee and pursue learner absences and support teams to help learners and apprentices return to work following absences. To support absence management, capability and disciplinary procedures as directed.
14. To support activities to prepare learners for examination or end assessment including running / attending mock end assessment panels in preparation for live examinations.
15. Encourage a positive organisational culture towards learning and encourage teams to adopt positive behaviours to improve the quality and productivity of all learners.
16. Support the communication between the learners/apprentice and the employer(s) and support the improvement of retention and completion rates.
17. Supporting learners' career development, the retention and progression of learners and maximise opportunities for progression.
18. To complete data requirements as directed to support the funding of the learning programme(s).
19. To actively identify and nominate learners for internal, local and national awards ceremonies and provide case studies to aid the celebration of achievement.
20. To attend team meetings and other appropriate meetings as required including standardisation meetings with the subject lead in the relevant area.
21. To contribute to the self-assessment process and quality improvement planning including contribution of evidence to support judgements against the Education Inspection Framework.
22. To participate in the Observation of Teaching, Learning and Assessment process and respond proactively to feedback and make improvements to pastoral and mentoring as directed.
23. Undertake learner feedback activities, including learner and employer voice, focus groups, internal and external surveys and other methods and promote findings and remedial actions with colleagues as appropriate.
24. To either lead the management of a Campus for the effective delivery of the curriculum plan, or manage a group of staff including appraisal, review, cover arrangements, welfare and support and absence management, referring any discipline of staff to a Senior manager.
25. To support the self-assessment and Quality Improvement Plan for the area.
26. To take part in a daytime and evening rota of site, first aid and fire warden cover as required by the manager.
27. In order to maintain a professional atmosphere, a smart dress code is required, and you must wear a name badge at all times.
28. To ensure the maintenance of safe working practices and environments for all staff and learners in accordance with the policies of Northumberland County Council and relevant legislation.
29. To be committed to equal opportunities and to comply with the County Council's equality and diversity policies. To be committed to safeguarding learners and follow policies, practices and procedures in relation to protecting children and adults.

30. To be committed to professional self-development making full use of training and development opportunities identified through appraisal. To ensure job knowledge is updated by participating in educational opportunities, reading publications, attending team meetings and participate in and maintain professional networks. 31. There will be a requirement for unsupervised contact with children / young people in this post whether through teaching, advice and guidance, general or technical support.	
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	
Transport requirements: Working patterns: Working conditions:	The post may involve travel between Campuses and to employers' premises Regular day time and evening working. Some weekend working. Classrooms, workshops, employer's premises or in community venues. May involve long periods standing. May involve manual handling, lifting, carrying and erecting of resources. May involve some lone working before and after classes.

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PERSON SPECIFICATION

Post Title: Senior Pastoral Lead	Director/Service/Sector: Northumberland Skills Service	Ref:	Assess by
Essential	Desirable		
Knowledge and Qualifications • Minimum level 3 qualification in an appropriate subject area. • Recognised Post 16 Teaching Qualification or commitment to obtain Cert Ed or equivalent within two years. • Vocational qualifications or CPD must demonstrate relevant and up-to-date knowledge of the area. • GCSE Grade A to C in English and Maths or appropriate equivalent. • NVQ Level 3 or higher in Information, Advice and Guidance or commitment to obtain within 12 months. • Good knowledge of sources of support for learners with SEND or additional social needs. • Good knowledge of Education Inspection Framework. • Good knowledge of the operational, procedural and practical issues relating to the service.	• NVQ Level 4 or higher in Information, Advice and Guidance or commitment to obtain within 12 months		A, I
Experience • Able to lead and motivate staff • Outstanding lecturer who shares good practice • Able to demonstrate innovative approaches to teaching and learning and uses a wide range of teaching and learning strategies • Able to use e learning in teaching • Ability to independently manage own workload • Ability to work as a team member • First line management or team leading experience and involvement in applying relevant methods, tools and techniques • Experience of dealing effectively with others • Some experience of supporting staff to improve • Some experience of assessment and internal verification • Some experience of conducting staff appraisals	• Teaching, coaching and support experience in a Further Education or Work Based Learning Environment • Experience of using virtual learning environments (VLE) and maintaining own resources on a VLE • Experience of monitoring the health and safety of learning environments and workplaces to ensure safety of learners		A, R, I
Skills and competencies			

• Good or outstanding lecturer or coach who shares good practice, has innovative and effective teaching strategies to improve understanding and skills levels • Able to identify and address the differing needs of a wide range of learners • Able to use a range of teaching materials and resources • Good ICT, administrative and organisational skills • Able to develop effective relationships and motivate groups of apprentices • Ability to work to deadlines and exact standards with a strong focus on completing and finishing • Ability to work accurately and effectively under pressure • Ability to work on own initiative to overcome day to day operational problems • Good oral and written skills • Effective planning skills to support programmes of different durations • Ability to work to deadlines • Ability to work with minimal supervision, often out-of-hours	• Ability to respond to change and initiate new ideas • Ability to coach new and inexperienced staff in the service and mentor them to achieve good teaching • Good attention to detail and high standards towards consistent record keeping • High level of planning and organisational skills	A, R, I, P
Physical, mental and emotional demands		
• Able to cope with the mental and emotional demands of teaching • Able to move, erect and dismantle training equipment and resources • Periodically dealing with customers or staff who may be angry or difficult to manage • Ability to remain calm and logical in stressful and difficult situations • Able to cope with prolonged periods of enhanced mental attention	• Ability to deliver challenging performance information and direct staff to improvement	I
Other		
• Able to meet the transport requirements of the post • Able to obtain a satisfactory DBS clearance • Ability to meet any manual handling requirements of the post relevant to the subject area • Committed to equal opportunities and diversity within the learning environment • Committed to health and safety	• Full UK driving licence and access to a vehicle for business purposes	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