



JOB DESCRIPTION

Job Description: Pastoral Leader

Job Purpose:

To lead on providing pupils with exceptional pastoral care and support to help overcome barriers to learning, including social, emotional and mental health needs. Responsible for meeting the pastoral needs of pupils working collaboratively with parents, pupils and professionals

Key Responsibilities: Specific

- Work as part of a Pupil Support Team to provide the highest standards of pastoral care and support for pupils across a Key Stage
- Contribute to the planning, preparing and delivery of agreed pastoral support interventions or strategic plans
- Support pupil's engagement in education and to contribute to the removal of barriers to learning in order for pupils to demonstrate improved behaviour and attitudes
- Support working relationships with the pupils, acting as role model and setting high expectations
- Engage and involve Parent/Carers and/or professionals in appropriate planning and discussion, including the facilitation of meetings and effective communication
- Use behaviour management strategies in line with the school's policy and procedures, which contribute to a purposeful learning environment for pupils appropriate to their age and needs
- Promote the inclusion of all pupils, ensuring they have equal opportunities to learn and develop particularly helping to overcome barriers to learning including physical, emotional and behavioural difficulties
- Support with the transition of pupils at different key points – admission, movement through key stages, post 16 and leaving school
- Develop and contribute to pupil support documents, which inform staff on how best to support pupils
- Support pupils with their wellbeing and social/emotional needs, signposting appropriate support as required
- Responsible for promoting and safeguarding the welfare of children and young people within the school
- Liaise with key stakeholders to provide solutions to factors disrupting pupils learning
- Communication with the wider school to share strategies to support
- Work collaboratively with colleagues or departments (such as Outreach or Emotional Wellbeing) to provide bespoke support packages for pupils
- Develop relationships between school and home to improve attitude towards school
- Anti-bullying coordination
- Responsible for the oversight of pupil council/voice
- Supporting the careers program throughout the school
- Lead on the general pastoral care of pupils, including helping pupils who are unwell, distressed or unsettled.
- Contribute to the monitoring and assessment of pupil progress by providing colleagues with feedback on pupils, under the guidance of the teacher. This may include providing feedback on pupil progress in meeting specific targets and participation at annual review meetings/multi-agency meetings as required.
- Assist with the supervision of pupils out of lesson time as necessary for their safety.
- Help plan, prepare and accompany teaching staff and pupils on visits, trips and out of school activities as required.

Key Responsibilities: General

The post holder will be required to act on their own initiative or on the authority delegated from their line manager or a member of the school.

The post holder will be expected to work within the trust and school's policies and procedures and uphold the organisation's vision.

The job description is not intended to be a complete list of duties and responsibilities, but details the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the trust. The post holder will undertake any other duties appropriate to the remit.

The trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.

The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibility for Health and Safety on all employees, therefore it is expected that everyone takes reasonable care for their own health and safety and the health and safety of others.

The above duties may involve having access to information of a confidential nature, which may be covered by General Data Protection Regulations (GDPR) 2018, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must always be maintained and employees must work with and process personal and sensitive information in accordance with Data Protection Act 2018 including the GDPR. Employees must protect the safety and security of information (e.g. using strong passwords, reporting breaches, and ensuring information is stored and disposed of securely).

The key competencies and behaviours commensurate with this post are identified overleaf.



Ethical Leadership Qualities Competencies and Behaviours



Competency	We do this by
Trust	<ul style="list-style-type: none"> • Being reliable, consistent, credible, honest, humble, courageous and kind. • Managing emotions and helping others to manage their emotions. • Keeping promises and doing what you say you will do • Having a genuine interest in others
Wisdom	<ul style="list-style-type: none"> • Developing knowledge and real expertise, then sharing knowledge • Learning from mistakes and failures and admitting when we are wrong • Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish. • Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.
Kindness	<ul style="list-style-type: none"> • Being kind, humble and authentic • Leading with compassion and care, listening and seeing beyond the job role to the person • Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.
Justice	<ul style="list-style-type: none"> • Doing what is right, rather than what is popular or easy. • Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. • Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. • Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.
Service	<ul style="list-style-type: none"> • Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour • Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. • Removing barriers and blockers to enable others to do their jobs well • Leaving our egos at the door and putting ourselves in the service of others. • Channel ambition into our schools, not ourselves, and developing our successors
Courage	<ul style="list-style-type: none"> • Looking in the mirror when something goes wrong. • Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward. • Give the whole truth, the back-story and the why.
Optimism	<ul style="list-style-type: none"> • Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Calling out negativity and cynicism • Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.
Vision	<ul style="list-style-type: none"> • Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. • Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. • Believing in the potential of others; helping them be the best they can be. • Quickly taking in new information and translating that into recommendations, decisions, plans and projects.