

Job Description: Pastoral Leader

Reporting To: Head of Upper / Lower School / Deputy Headteacher

Pay Scale: 17

Hours of work: 37, 8.30am – 4.30pm (4pm Fridays), Term Time Only plus 5 days

Job Purpose: Under the direction of the Head of Upper / Lower School or Deputy Headteacher, provide support and intervention strategies to meet the pastoral needs of students at The Snaith School, To act as the 'front line' pastoral support for a specific year group; this will require close co-operation and consultation with all sections of the school.

Key Responsibilities

General:

1. To develop, establish and maintain good working relationships with parents and carers providing the first point of contact regarding concerns. These queries require excellent listening skills, diplomacy, tact and an ability to resolve conflict as they are often of a sensitive and confidential nature with respect to safeguarding and mental health concerns.
2. To contribute towards the delivery of the School Improvement Plan targets.
3. To communicate with parents and members of school staff by telephone, emails, or in writing.
4. To arrange and attend meetings with parents and carers, as required, completing home visits where appropriate.
5. To support the Head of Lower/Upper School in the delivery of year group assemblies to develop an appropriate year community
6. To organise the administration relating to pastoral procedures and ensure that the SIMS student information module is regularly updated.
7. To distribute, maintain and monitor student records as appropriate. To record accurate and timely information on CPOMS, the child protection online management system to ensure that issues are escalated appropriately in line with the school's safeguarding procedures.
8. To interview and investigate students following referrals related to schoolwork, behaviour, bullying, student concerns, crisis or other incidents, use knowledge and experience to recommend appropriate action to colleagues. To resolve conflict situations between students, including travelling to and from school and on the school buses. Diffuse incidents of verbal and appropriately manage physical aggression from students.
9. To support the school's policy for rewards and sanctions by accurate, timely and careful distribution of the behaviour data provided weekly and taking appropriate action, overseen by the Head of Upper/Lower School. Generate behaviour reports for tutors, subject staff, subject leaders, and SLT to inform decision making around support and intervention.
10. To celebrate good news and success of their year group and keep the year group notice board up to date.
11. To organise planner sheet distribution and ensure student lists are distributed to staff each day.
12. To monitor attendance and punctuality and to take positive steps to improve attendance and punctuality in conjunction with the school attendance team.
13. To supervise student social areas during lesson movement time, and supervise at the school gates before and after school.
14. To provide cover, on call and in school remove on a rota basis. To respond to calls from classrooms to intervene on behaviour issues in line with the school's behaviour policy, responding quickly to ensure students are safe within school to manage safeguarding risks.
15. To organise and implement bespoke intervention for students unable to access a full timetable due to either short term mobility issues or longer-term arrangements.
16. To organise and collate work for excluded/sick/absent students where appropriate
17. Coordinate lunchtime and ASD, including generating the register for the form tutor power-point each day, checking completion and recording this on SIMS.
18. To work in conjunction with the Head of Upper and Lower School to monitor students who are on report, ensuring that report data is collated and saved and that the reporting process guidance is followed.
19. To submit updates for the bulletin each week regarding key students in their year group in order to keep staff up to date.
20. To liaise with a variety of staff to prepare and support Individual Behaviour Plans, Pastoral Support Plans and Individual Education Plan meetings.
21. To undertake restorative work with teachers and students where relationships break down in the classroom, providing advice on behaviour strategies within the classroom and supporting where necessary.
22. To work with the Safeguarding Officer, liaise with a range of specialist external agencies; for example, (P)LAC meetings, TAF meetings and other child protection meetings; attend if necessary.
23. To liaise with external agencies in a professional manner, contribution where necessary to referrals for support.
24. To prioritise workload and be responsive to demands from staff, students and other agencies.
25. To work alongside other staff to set up transition programmes for students at all transition points, including Year 6 into Year 7, Year 9 into Year 10 and Year 11
26. To support the organisation of Parents' Evening and Celebration events for one year group, including meeting parents/carers and responding to any queries.
27. To cover for absence of other pastoral staff.
28. To ensure that all intervention work undertaken with students is communicated clearly as necessary.
29. To work with a confident knowledge of all school safeguarding policies and procedures.
30. To provide first point of contact for students who are unwell and triage them accordingly.
31. To provide supervision and support for students in the Reset area and send alerts home to parents and carers.

Specific:

To perform such duties as reasonably correspond to the general character of the post and are commensurate with its level of responsibility including carrying out additional tasks as required. The post holder will be expected to work within the schools' policies and procedures.

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

General Information:

- *The job description is not intended to be a complete list of duties and responsibilities, but indicates the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the school. The post holder will undertake any other duties at the request of the Headteacher appropriate to the remit.*
- *The above principal responsibilities are not exhaustive and may vary without changing the character of the job or level of responsibility.*
- *The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.*
- *The above duties may involve having access to information of a confidential nature, which may be covered by GDPR, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.*
- *The Snaith School 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.*



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.