

Job Description

Pastoral Care Lead

Management Responsibilities:

- Manage the strategic development of pastoral care across the Academy.
- Manage the Academy's attendance and punctuality interventions, including meeting parents where there are concerns.
- Liaise and work with the Education Welfare Officer and Attendance Officer in relation to students where there are serious concerns over attendance and punctuality.
- Lead and manage break and lunchtime supervision, including directing the work of support staff.
- Manage and set up social skills intervention clubs/groups, including managing those employed to run the club/group.
- Monitor the implementation of the Academy's behaviour policy, including the administration of rewards and sanctions.
- Training teachers in teaching PSHCE and Circle Time sessions, including running demonstration lessons and team teaching.
- Ensuring effective communication between all staff regarding identified pupils and between school and home.
- Communicate daily with the headteacher and/ or other teaching staff regarding concerns relating to students.
- Keep the Headteacher informed of issues arising / affecting the staff and wider Academy community.
- To ensure effective exchange of written records and information at times for pupil transfer between different key stages within the Academy and at pupil transfer to secondary school.
- Be part of the Academy's Senior Leadership Team and attend weekly senior leadership meetings.
- Contribute to the Academy Improvement Plan.
- Monitoring, inputting, tracking all pupils' emotional needs (Thrive).
- Managing the Academy's intervention programme in relation to children's emotional development and providing staff with strategies for developing children's needs.
- Managing and setting up and running of a Nurture Unit, including directing the work of support staff and Learning Mentor.
- Participate in Learning Mentor team meetings, in local and national Learning Mentor training and in relevant school meetings and activities
- Within the performance management structure of the Academy, identify training needs, engage in professional development and training activities and respond to actions suggested to improve performance.
- Directly oversee the performance management for selected Teaching Assistants.
- 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, and support, diversity and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the Academy.

Working with students, parents and carers:

- To work with teaching staff to identify pupils who are at risk of under-achieving.
- Use pupil performance tracking data, assessments from teachers and support staff and information from parents regarding the setting of individual pupil targets.
- To undertake a range of responsibilities regarding identified pupils to support them in achieving their targets including:
 - Drawing up and implementing SEND Passports and/or Pastoral Support Plans in consultation with class teachers, the Inclusion Manager, parents or carers and external agencies;

- Managing programmes of study support such as Homework Club and peer mentoring programmes;
- Promoting and supporting family learning programmes;
- Holding regular 1:1 counselling sessions;
- Taking groups of pupils for 'Anger Management' and 'Self Esteem work';
- Holding daily 'drop-in' sessions for pupils;
- Supporting School Council sessions.
- Develop effective 1:1 relationships with pupils in order to monitor progress towards agreed goals.
- Initiate and maintain contact with families and carers to ensure positive relationships with the Academy and develop effective family support for the pupils.
- To be the immediate point of contact within the Academy for children and families in crisis.
- Support the reintegration of students who have been subject to fixed term exclusions.
- Support the transition of students between key stages, including transfer to secondary school.

Working with outside agencies

- Be the point of contact between various agencies where a multi-agency approach is required for a targeted student e.g. Social care and Health, Pupil Referral Unit, so that the needs of the student are met in a focused and integrated way.
- Have a good knowledge of the range of activities, courses, opportunities, organisation and individuals that could be drawn upon to provide extra support for students.
- Attend case conferences and core group meetings regarding students, when required, and prepare and submit reports for these.
- Liaise with mentors in other schools, including secondary.

Leading and developing others:

- Generate an atmosphere of focus, drive and high expectations based on your own practice.
- Be a strong role model.
- Advise and support, and hold to account, teachers and support staff in your team.
- Ensure agreed structures and policies are observed by all members of the team.
- Support NQTs during their induction year, providing training on behaviour strategies and PSHCE.

General

- Promote the agreed mission, vision and values of STEP Academy Trust.
- Be committed to raising standards of achievement.
- Contribute in meetings and be a supportive member of the Academy team.
- Provide a safe, welcoming, organized, creative and interesting learning environment.
- Be aware that each child has a right to equal opportunities and equal access to the curriculum
- Implement all policies agreed by STEP Academy Trust.
- Maintain high expectations and insist the children always produce their best.
- Maintain good order and discipline among the pupils when they are in school and engaged in school activities elsewhere.
- Be sensitive to the linguistic, cultural and ethnic backgrounds of the children and show an awareness of gender and class issues.
- Work collaboratively with colleagues in a team, setting high professional standard.
- Take an active part in the life of the Academy.

Other responsibilities

- Participate in scheduled meetings, including a weekly staff meeting.
- Participate in duty rosters, including taking assemblies, lunchtime and playtime duties.
- Facilitate the training of pupils as required.
- Have due regard for safeguarding and promote the health and welfare of children and young people.

Person Specification

Job Title: Pastoral Lead

- Essential knowledge:**
- NVQ 3 or equivalent qualification or experience in relevant discipline.
 - Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.
 - Working knowledge effective teaching and learning and other relevant learning programmes/strategies (including courses, organisations and agencies).
 - Understanding of issues related to under-achievement and the barriers to learning that some pupils face.
- Essential skills and abilities:**
- Very good numeracy/communication/literacy skills.
 - Ability to write clear reports including analysis of data.
 - Effective use of ICT and other specialist equipment/resources.
 - Ability to plan, prioritise effectively to meet deadlines and targets.
 - Ability to act on own initiative and be well organised.
 - Advanced ability to communicate effectively with pupils, adults, families and colleagues.
 - Ability to work constructively as part of a team and independently, understanding classroom roles and responsibilities and your own position within these.
 - Ability to develop a school programme for learning mentor work and to collaborate with colleagues in developing an effective pupil support programme.
 - Ability to facilitate multi-agency working.
 - Ability to develop effective working partnerships with pupils and their families, including the ability to motivate and support by developing a wide range of strategies to meet pupils' needs.
 - Ability to self-evaluate learning needs and actively seek learning opportunities.
- Essential experience:**
- Experience working with pupils of relevant age.
- Special conditions:**
- Travel between sites and class locations where appropriate with minimum loss of time.
 - Appropriate first aid training desirable.
 - Attend after school meetings.