**PASTORAL MANAGER JOB DESCRIPTION**

**Post:** Pastoral Manager

**Responsible to:** Pastoral Lead

**Liaising with:** Parents; Teachers; Teaching Assistants, ALT and External Agencies.

**Purpose:**

To provide support and guidance to children, young people and those engaged with them, by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve their potential.

**Key outcomes:**

* To develop the emotional intelligence and resilience of students to help them cope and thrive
* To support parents in identifying and removing barriers to learning and achievement.
* To provide in depth therapeutic programmes which change behaviour and ensure that students can engage in learning with reduced or limited withdrawal.
* Ensure that safeguarding is at the forefront of targeted support and to deputise for the Designated Safeguarding Lead if and when necessary

**Main duties:**

* Work under agreed line management to deliver a specialist pastoral support service bridging learning and pastoral support for children and those engaged with them, in order to remove barriers to learning and raise standards.
* To carry and manage a case load of pupils and offer timetable support to individual pupils throughout the Academy.
* To develop and maintain effective and supportive relationships with children and their families.
* To provide a complementary service throughout the Academy that enhances and extends existing provision in order to support learning, participation and encourage social inclusion.
* To work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to all children.
* Establish referral procedures and criteria for pastoral support. Specify clearly cases that require highest and or immediate priority.
* To have lead responsibility for identifying pupils needing pastoral support and for providing comprehensive assessments of their personal, social and emotional needs.
* To manage and be responsible for a caseload of individual pupils including those with complex and challenging needs. Innovate and deliver effective, alternative programmes to raise motivation, aspirations and develop positive behaviours. Review support and progress with the pupils.
* Act as key focal point for pupils needing additional care, guidance and support and those going through complex key transition stages in their lives e.g. family break up, loss, bereavement, friendships and illness.
* Develop and implement individual plans that challenge inappropriate behaviour, build positive self-image, enhance educational achievement and reduce the likelihood of exclusion and early antisocial behaviour.
* Be responsible for clear communication with teachers, support staff, families and professionals in order to promote the effective use of cohesive behaviour management strategies.

**Extending Support for Learning, Participation and Social Inclusion**

* Ensure the speedy and effective transfer of information within and across educational establishments and settings.
* Be responsible for ensuring continuity of support for those identified pupils throughout the transition process by liaising with key staff in schools to which pupils are moving.
* Monitor and evaluate the effectiveness of planned activities and the level of participation of those who take part in the programmes.
* Work with others to develop and implement strategies to improve attendance.
* Take a lead on the Academy’s work on Anti Bullying; Take a lead on the Academy’s work on Attendance.

**Working in Partnerships**

* Act as first call for parents and carers. Develop a wide range of approaches to help them support their children’s learning, positive behaviour, attendance and wellbeing. Facilitate links between parents and external services.
* Agree and record arrangements for joint working by taking an active role in ensuring support meets the needs of young people in a focused and integrated way.
* Take responsibility for agreeing mutual roles, responsibilities and protocols for sharing of information between local agencies, schools, authorities and other staff.
* Take responsibility for liaising closely with senior staff about safeguarding (as Deputy DSL), child protection and identifying risk harm indicators. Keep relevant staff informed and contribute to joint decision making.

**Maintaining Professional Competencies**

* To operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them.
* Ensure high level of professional competences by attending regular training, undertaking further qualifications and self-study.
* Provide advice and contribute to specialist training programmes for Academy staff on social and emotional aspects of care, guidance and behaviour management.
* Take part in annual professional reviews. Draw up an action plan which contributes to and complements the Academy Improvement Plan for inclusion and raising standards.

**Supporting the Academy**

* Develop policies and practices that benefit children and young people. Review, evaluate and challenge policies and practices that are not working, especially as an integral member of the Safeguarding Team.
* Evaluate own work and provide comprehensive evidence for the Principal, Governors, ALT and inspectors that demonstrates the impact that pastoral support has on pupil progress.
* Take responsibility for managing systems and administration supporting pastoral work. Ensure they are compatible with whole Academy procedures and communication methods.

**Care and support for children**

* Attend to the day to day needs of children, inside and outside the classroom, by:
  + Assisting educational and therapeutic professionals in their delivery of specialist support programmes
  + Carrying out specified medical care procedures following direct specific training by a qualified practitioner
  + Assisting with the assessment by the teacher of individual children’s development through observation, creation and retrieval of records, discussion with colleagues and teachers to promote the social, emotional and behavioural standards defined by Venturers’ Academy.
* To promote the social, emotional and behavioural standards defined by Venturers’ Academy.

**General Accountabilities**

* So far as reasonably practicable, the post holder must promote safe working practices by employees, and in premises/work areas for which the post holder is responsible, to maintain a safe working environment for employees and service users. These are defined in the Health, Safety and Welfare policy, departmental policies and codes of practice.
* Work in compliance with Codes of Conduct, Regulation and policies of Venturers’ Academy and Venturers Trust, and its commitment to equal opportunities and Equality Act (2010).
* Ensure that output and quality of work is of a high standard and complies with current legislation/standards.
* To cover for absent colleagues as requested.
* To undertake other duties that the Principal of Venturers’ Academy may reasonably request.

**Organisation**

* To comply with policies and procedures relating to child protection and safeguarding, health and safety, confidentiality and data protection, freedom of information and report all concerns to the appropriate person.
* To be aware of and support difference and ensure equal opportunities for all.
* To contribute to the development and implementation of the overall ethos/work/aims of the Academy.
* To develop positive relationships and communicate with other agencies/professionals.
* To develop constructive relationships and liaison between managers/teaching staff and associate staff.
* To develop learning relationships with parents/carers.

This job description is intended as an outline indicator of general areas of activity and will be amended in light of the changing needs of the Trust and its academies. It is expected that the post holder will be as positive and flexible as possible in using this document as a framework.

**PASTORAL MANAGER PERSON SPECIFICATION**

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| **CRITERIA** | **ESSENTIAL** | **DESIRABLE** | **SOURCES OF EVIDENCE** |
| **Qualifications** | * Educated to a high standard with equivalent of GCSE Grade C in English and Maths. * Full driving licence and access to a vehicle * NVQ3 in teaching and learning /equivalent qualification. * Qualification in counselling or a willingness to complete the course within two years. | * Recognised qualification in Social Care, Education or Health. * Further qualifications in SEND and/or autism * TEACCH trained * First aid at work qualification or willingness to undergo first aid training. | * Application |
| **Experience** | * Experience of working effectively supporting children in a learning environment. | * Experience of relevant learning programmes/strategies/codes of practice. * Experience of working with families and students to raise attainment, attendance and improve behaviour. * Experience of working with outside agencies. | * Application * Interview |
| **Professional**  **Learning** | * Trained in aspects of emotional literacy including some of the following: emotional awareness, self-esteem, anger management, social and friendship skills, social communication difficulties, loss, bereavement and family break up and a willingness to undertake training to develop these further. | * Evidence of recent professional learning in any of the areas in the essential column. | * Application * Interview |
| **Knowledge & Skills** | * Knowledge of the current essential aspects of the curriculum. * Ability to communicate and relate to staff, students and parents alike. * Effective use of ICT and technology. * Ability to work constructively as part of the inclusion team. * Knowledge of safeguarding issues, procedures and protocols. | * Subject knowledge appropriate to deliver any subject to GCSE level. * Training in the relevant strategies for engaging students and working with families. * Training in the relevant strategies for literacy and/or curriculum or learning area e.g. bi-lingual, sign language, dyslexia | * Application * Interview * Assessment |
| **Personal Attributes** | * Flexibility to cope with diverse needs of the post. * Resilience to work under pressure. * Positive, personable and optimistic. * High level of commitment and attendance in current role. |  | * Application * Interview * Assessment |