



Pastoral Leader - Job Description

Reports to: SLT

The Role

The Pastoral Leader works vertically across several year groups in the academy, providing strategic and operational support to SLT. They will attend SLT (when required) and all pastoral meetings which they will be expected to lead when necessary.

The post-holder will be responsible for setting a clear vision for behaviour inside and outside the academy, and model for staff exemplary practice in terms of managing challenging student behaviour. They will be expected to, alongside the pastoral team, monitor the behaviour and attitude to learning across several year groups, liaising with teachers and subject leaders and offering support and guidance where necessary. They will have delegated responsibility for key aspects of our behaviour policy, for example referrals for internal exclusions, detentions and alternative provision. They will be a key point of contact for parents, and should maintain positive, professional relations with all our parent community.

Key Responsibilities

- To lead and manage student behaviour day to day, acting as a role model for students and staff by demonstrating high quality pastoral care and support, rigorous expectations and a visible, professional presence with students.
- To work closely and collaboratively with all academy senior and middle leaders with regard to implementing academy behaviour systems.
- To work closely with the SLT – in the writing of formal reporting on behaviour at the academy.
- To support the pastoral and safeguarding team.
- To have an overview of the range of barriers to learning that impact on student progress, with reference to behaviour and attitudes to learning in and out of the classroom.
- To monitor student behaviour and, where necessary, refer students to the academy's therapy and learning mentor services, in order to improve behaviour and student well-being.
- To maintain strong communication with parents and carers to ensure the behaviour systems implemented within the school are supported and communicated clearly to parents.

Outcomes and activities

- To ensure all staff understand, and are actively implementing, all key aspects of the school's policies including those for behaviour, attendance, uniform and safeguarding.
- To maintain regular formal and informal contact with staff to ensure high quality and consistent provision.
- To have an overview of all the different care and guidance available for students, e.g. Counselling Services, CAHMS, Place2Be, Mentoring, Boxing and Sports interventions (Greenhouse), teaching assistants and external agencies.
- To provide a link for parents, tutors, Inclusion team, teachers, subject leaders, SLT and external agencies.
- To initiate and respond to communications with parents ensuring that they are kept fully informed and involved in the progress of their children.
- To assist with monitoring student attendance and punctuality on a weekly basis and to take all the appropriate steps to ensure that attendance and punctuality of students are at the highest levels.
- To oversee students on report and make contact with parents when necessary.

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- To oversee the key elements of positive behaviour management such as internal exclusion and academy detentions.
- To play the leading role in the disciplining of students referring situations to the appropriate member of SLT when appropriate.
- To maintain individual student records as necessary and ensure that they are kept up to date.

Person Specification

Qualification criteria

- Permitted to work in the UK
- Evidence of relevant and substantial CPD

General - experience of:

- Working at middle leadership level.
- Having contributed to the work of an SLT or Curriculum Directors which has resulted in the success of the wider school.
- Having led a team in the development and implementation of a whole school programme which relates to achievement, attendance or behaviour and ethos.
- Delivering staff training and undertaking professional development of other teachers, in particular with regard to use of data, effective behaviour management and pastoral care.
- Effective engagement with external partners (e.g. parents, agencies).
- Leading intervention programmes at a department/year group/whole school level that have had a proven and sustained impact on attitude and attainment.
- Tracking and monitoring identified groups and designing intervention programmes which have shown a positive impact on behaviour and progress.
- Modelling excellent pastoral leadership for other teachers and support staff.
- Experience of working in an alternative provision centre would be preferable, but not essential.

Leadership and management – the ability to demonstrate:

- An effective leadership style that inspires confidence and collegiality in those they lead, which motivates and encourages others to participate and go the extra mile.
- Versatility and flexibility in terms of one's own leadership style. To be aware of different management styles and in which circumstances it is appropriate to adopt an alternative approach.
- Strong interpersonal, written and oral communication skills.
- Strong organisational skills:
 1. the ability to delegate
 2. the use of effective time management
 3. the ability to prioritise
- Resilience and motivation to lead the academy through day-to-day challenges whilst maintaining a clear strategic vision, staying positive, and focusing on key priorities.
- Genuine passion and belief in the potential of every student.
- Strategic thinking and the potential to adopt an entrepreneurial approach to the role.
- An educational vision aligned with the academy's high aspirations and high expectations of themselves and others.

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- A clear understanding of the strategies required to establish consistently high standards of results and behaviour in a complex inner city school and commitment to relentlessly instilling these strategies.
- An ambassadorial approach in all dealings with the community and subsequently to be positive and successfully market the academy in the community.
- Confident and effective presentational skills during public speaking.
- Deliver excellent assemblies and open evenings.
- Skilful management and maintenance of working relationships with parents and other stakeholders.

Culture

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.
- Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity and Inclusivity
- Support the running of detentions and break/lunch duties when required

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

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PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

Thinking Big	<ul style="list-style-type: none">• Show energy, enthusiasm and passion for what you do• Demand the highest quality in all that you do, and in the work of your team• Willing to champion new ideas and think beyond the status quo• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better• Be open to new ideas and change where it will have a positive impact on the organisation• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work• Commitment to self-development, and developing your wider Team• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence
Doing the Right Thing	<ul style="list-style-type: none">• Have integrity and honesty in all that you do• Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work• Take responsibility and ownership for your area of work• Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils

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	<ul style="list-style-type: none">• Be transparent and open• Be resilient and trustworthy• Stand firm and stay true to our mission
Showing Team Spirit	<ul style="list-style-type: none">• Understand how you can have a greater impact as a team than you can as an individual• Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission• Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level• Recognise and celebrate the success and achievements, no matter how small, of your colleagues• Be generous with sharing your knowledge to help to develop others• Understand and be willing to receive suggestions and input on your area of work from others• Support your colleagues, even when this means staying a little later, or re-prioritising some of your work• Be aware of other peoples' needs and show an ability to offer genuine support• Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams

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KNOWLEDGE, EXPERIENCE & SKILLS



Requirement

E – Essential

Assessed at

A – Application Stage

D – Desirable

I – Interview Stage

P – During the probationary period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	Degree in relevant specialism	X		X	X	X
	Qualified Teacher Status	X		X	X	X
	Knowledge of excellent behaviour management strategies	X		X	X	X
	Knowledge of external agencies		X	X	X	X
	Knowledge and understanding of how children learn and how to motivate them	X		X	X	X
	Knowledge of strategies for spelling, reading and number skills		x	X	X	X
	Knowledge of strategies to develop learning	X		X	X	X
	Knowledge of and compliance with policies and procedures relevant to child protection, health and safety.	X		X	X	X
	Understanding of statutory frameworks relating to teaching		x	X	X	X
	Knowledge of the issues related to working with children who reside in areas of high socio-economic deprivation		X	X	X	X
Experience	Relevant educational experience supporting a child/children in a school setting and the relevant age range	X		X	X	X
	Experience of working with children who have a wide variety of educational needs		X	X	X	X
	Experience of updating assessments and Individual Education Programmes		X	X	X	X
	Experience of liaising with the SENCO and outside agencies		X	X	X	X
	Experience of leading and motivating a team		X	X	X	X
Skills	Ability to work with an individual child or with a group	X		X	X	X
	Be able to de-escalate challenging behaviour	X				
	Ability to work closely with parents	X		X	X	X

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	Ability to model acceptable behaviours and encourage good social skills	X		X	X	X
	Ability to extend children's thinking skills	X		X	X	X
	Ability to communicate with a wide range of stakeholders using a variety of methods	X		X	X	X
	Ability to work constructively as part of a team	X		X	X	X
	Ability to use ICT effectively to support learning	X		X	X	X

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