



PASTORAL LEADER JOB DESCRIPTION

Job title: Pastoral Leader
Reports to: DHT
Date: December 2018
Banding: Band 3 – 17-25

1 Purpose of Job

- To ensure the academic progress of students
- To ensure effective pastoral care of students
- To contribute to the wider success of the Pastoral Team and the school

2 Main Areas of Responsibility

Impact on educational progress

- Monitor the progress of all students in the year groups through the analysis of appropriate school and national data, including achievement and attendance data, extra-curricular involvement and behaviour
- Work with individuals, undertaking academic mentoring/coaching, monitoring, liaison with relevant staff, home and other agencies as appropriate
- Ensure that, if appropriate, students are monitored through the report system and are at the appropriate level of intervention in line with the Behaviour for Learning Policy
- Be responsible for the welfare, appearance, attendance, discipline and pastoral care of the year groups, conducting interviews and referring to the DHT and SPL's as needed

Ensure the development of appropriate pastoral care for individual students

- Liaise with the SENCO over the support of students with Student Passports
- Ensure support is in place for students with attendance difficulties
- Ensure correspondence between the school and home is sent and received
- Ensure that pastoral records for the year groups are thoroughly maintained and updated
- Assist in the organisation of the parents' evenings for the year groups
- Liaise with parents as necessary and co-ordinate the reporting and monitoring of student progress/behaviour
- Liaise with the relevant SLT and Year Leaders in relation to:
 - students on pastoral support programmes within the year groups
 - the organisation of annual information sessions for parents of the year groups
 - liaison with external agencies (police, home-hospital support, Social Services) as appropriate
 - the transition from KS2/3 and KS3/4
- Ensure that appropriate work is set for the year groups when form tutors are absent
- Supervise the learning of the students if classroom teachers are absent as cover supervisor for a maximum of three periods a day.



Have accountability for leading, managing and developing a team of tutors:

- Be an agent for change, implementing whole school initiatives which support the raising of student attainment and achievement.
- Participate in team meetings – identify the purpose, circulate an agenda and minutes – focused on learning and teaching.
- Undertake specific year group responsibilities, as discussed with the relevant Year Leader or SLT Link.

3 Line Management

- The line manager will be identified on appointment and will carry out the postholder's performance appraisal. Line management might change as a result of staff changes/post changes.
- Formal line management meetings will take place at least half termly and on an ad hoc basis at the request of either the line manager or the postholder.
- The postholder will be responsible for line managing the midday supervisors in school.

4 Supervision

- The majority of this work will be undertaken entirely without supervision. Matters of policy are discussed as the need arises with the line manager and or the SLT, by whom work is also monitored.

5 Safeguarding Children

- The school is committed to the safeguarding of the children in its care. To this end all employees will need to undergo pre-employment checks including references, a check of any relevant qualifications, photo and address identification.
- All posts in a school are deemed to have a high degree of contact with children and are, therefore, exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Disclosure and Barring Service as part of the pre-employment checking process. Additional information about the Disclosure and Barring Service and the checking process is in the guidance notes accompanying the application form.

6 Additional Information

- All employees will need to confirm their right to work in this country, or seek sponsorship to work via the school, where appropriate.
- The Ongar Academy and its Board of Trustees are committed to ensuring consistency of treatment and fairness, and will abide by all relevant equality legislation.
- This is a job description only and is not necessarily a comprehensive definition of the post. It may be subject to modification or amendment, after consultation with the postholder.



PASTORAL LEADER PERSON SPECIFICATION

General heading	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	Successful experience working with children in a school/early years environment Relevant experience and training in dealing with behaviour. Completion of DCSF induction programme.
	Knowledge of relevant policies and procedures	Knowledge of First Aid Good knowledge of appropriate procedures, regulations and guidance.
	Literacy	NVQ level 3 or equivalent in English.
	Numeracy	NVQ level 3 or equivalent in Maths
	Technology	Good working knowledge of ICT to support learning and for administrative/ organisational effectiveness
Communication	Written	Ability to write detailed reports, complete returns and write complex letters
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively
	Languages	Specialist language/communication skills if appropriate
	Negotiating	Ability to negotiate effectively with adults and children
Working with children	Behaviour Management	Ability to demonstrate effective implementation of the school's behaviour management policy
	SEN	Successful completion of training to support SEN if appropriate Ability to demonstrate effective strategies to achieve inclusion of students at risk of social exclusion
	Curriculum	Good understanding of the school organisation, timetable and learning and pastoral support systems
	Child Development	Good understanding of child development and pastoral issues such as inclusion and transition
	Health & Well being	Understand and support the importance of physical and emotional wellbeing
Working with others	Working with partners	Ability to make a proactive contribution to the work of the team supporting children, their families and carers Ability to work with parents and carers to improve support for children
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Team work	Ability to work effectively with a range of adults
	Information	Contribute to the development and implementation of effective systems to share information



Responsibilities	Organisational skills	Good organisational skills Ability to remain calm under pressure
	Line Management	Ability to manage and support the work of others
	Time Management	Ability to manage own time effectively Ability to meet deadlines
	Creativity	Demonstrate creativity and an ability to resolve problems independently
General	Equalities	Awareness of and promotion of equality
	Health & Safety	Good understanding of Health & Safety
	Child Protection	Good understanding and effective implementation of Child Protection procedures
	Confidentiality/Data Protection	Understand and comply with procedures and legislation relating to confidentiality
	CPD	Demonstrate a clear commitment to develop and learn in the role Ability to effectively evaluate own performance