

JOB DESCRIPTION

| | |
|-------------------------|--|
| Title of Post: | Pastoral Manager (Inclusion) |
| Grade/Hours | Band 4 37 hours x 39 weeks |
| Responsible to: | Deputy Headteacher |
| Responsible for: | |
| Liaison with: | All Stakeholders External Agencies |
| Job Purpose: | To provide direct support for students with emotional and/or behavioural difficulties and to work with and help facilitate those students successful inclusion in school life and to provide supervision for students in isolation |

GENERAL DUTIES

- Contribute to the Pastoral care of all students in their school.
- Be the first line of communication for parents, staff and students concerning inclusion issues and to liaise with Pastoral managers (Wellbeing) and Standards and Progress leader as appropriate
- Contribute to the promotion of the School's corporate identity and a sense of belonging (through assemblies, visits, Year events, social functions etc).
- Encourage and motivate students' involvement in critical events (e.g. induction, options, Activities Week, interviews, career guidance etc).
- Support the organisation of educational activities in the Year Group.
- Willingness to support occasional out-of-hours extra-curricular activities.
- Contribute to lunchtime supervision.
- Contribute to the mentoring of under-performing students.
- Liaise with the Attendance Welfare Officer on a regular basis.
- Liaise with outside agencies as the need arises.
- To liaise with SPL and Pastoral manager (Wellbeing) to determine suitable behaviour sanctions where necessary and the implementation of agreed sanctions including first contact with parents.
- On call support to teaching staff where more serious behavioural issues arise in lessons. Escorting students to faculty rota rooms/internal exclusion when necessary
- To support as necessary the supervision of students in the internal exclusion room when withdrawn from lessons
- Monitoring regular truants, carrying out spot checks and checking areas used by truants
- Challenging students when possible behaviour issues arise around the school and following up where necessary

INCLUSION SPECIFIC DUTIES

- Supervising students in the isolation room.
- Consulting with parents regarding behaviour matters and responding to incidents of challenging behaviour, within the school sanction system.
- To assist standards and progress leaders with producing, implementing and evaluating behaviour support programmes

- To act as the link between Moulsham High School and External isolation partner (Great Baddow High School)
- To oversee and administer pupils close to permanent exclusion through a Pastoral support programme in conjunction with standards and progress leaders.
- The preparation of detailed reports of behaviour issues to SPL and Deputy Headteacher.
- The preparation of detailed reports of evidence, for presentation to governors, where lengthy or permanent exclusions may follow behaviour breaches
- Maintenance of behaviour database including monitoring and tracking behaviour across the school to ensure sanction are fulfilled and escalated when appropriate.
- Encouraging the inclusion of students with emotional and/or behaviour difficulties in a mainstream setting by using positive behaviour management techniques designed to develop the students ability to behave appropriately.
- Modelling, within class, support strategies designed to encourage and develop appropriate behaviour in a variety of settings, i.e. with individuals and group/whole class settings.
- Modelling, group based activities designed to develop students' problem-solving, listening and social skills.
- Producing a variety of resource for student/school/class designed to support an Individual's Behaviour Programme and/or support whole school positive behaviour systems.
- To complete the day to day administrative tasks including preparation of letters, filing and data input for the designated year groups.

CHILD PROTECTION DUTIES

- Being alert to the signs and symptoms of abuse
- Receiving disclosure of abuse from students, or information regarding suspicion of abuse from other members of staff.
- Meeting with parents where appropriate/necessary to express concerns where a full referral is not considered necessary at that point
- Making appropriate referrals about actual or suspected abuse
- Informing parents/carers of the above, where appropriate
- Attending training sessions where appropriate
- Liaison and referrals to the Tier Two Child and Adolescent Services

GENERAL

Such other duties relating to the use of the premises and site as may be necessary from time to time in accordance with established local practice or with the reasonable requirements of the school and Governing Body.

The duties may be varied by the Headteacher and/or Governing Body to meet changed circumstances in a manner compatible with the post held.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment

It is a requirement to:

- Participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- Comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy

PASTORAL MANAGER 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 |