



JOB DESCRIPTION

Pastoral Support for Year 8 (124 students) 1 year fixed term contract

Responsible to: Deputy Headteacher Pastoral, and ultimately the Headteacher

Core purpose

- To work as part of a team that provides professional leadership and management for a group of students to secure high levels of behaviour, promote high levels of ambition and the promotion of independent learning.
- To assist and support the behaviour, attendance, well-being and progress of students within the year group, as well as providing admin for year group activities and responsibilities.
- The student manager regularly deals with a range of complex and contentious matters requiring a consistently high degree of support for students in the context of an awareness of the college's major policy objectives. Outcomes will have significant implications for the child or the college. The post holder may act on behalf of the college when dealing with children, parents and agencies.
- The KS3 Pastoral Support has to investigate incidents, take appropriate disciplinary action and make referrals to senior staff. As such the work is subject to deadlines involving frequently changing circumstances and involves the management of conflicting priorities and deadlines.
- Support with Inclusion Room and reintegration of students back in to lessons.

The specific responsibilities and duties associated with this role include:

Investigating incidents

- Work with their team to investigate incidents and collect witness statements from students, teachers and members of the college workforce.
- If the incident is serious they help to prepare a report for a senior manager.
- Within the defined Standard Operating Procedures, the pastoral support reports to the Deputy Headteacher Pastoral who makes a judgment and may initiate a sanction. Supervising students excluded from class

Form independent study

- There will be times when students will need to be supervised in the phase offices. This may be during the conducting of an investigation or for any other reason.

Assisting with the supervision of students at break, lunchtime and after college

- Pastoral Supports are part of the college staff team that supervises large and small groups of students at break, lunchtime and after college.
- Being members of the duty teams at AM gate, break and lunch time and PM gate

Where agreed individually, as a professional development opportunity, to supervise classes of students where the teacher is absent on an occasional basis

- On occasion, staff absence cannot be covered by cover supervisors, supply staff, or teaching staff and Pastoral Supports may be asked to supervise a class.

Being part of the team of first aiders

- Pastoral Supports will receive first aid training to be part of the first aid team in college.

Support with the organisation of assigned college events such as:

- Parents' evenings - following up any issues and agreed strategies.
- Curriculum evenings.
- Options evenings - producing options letters or offer letters (on enrolment and Results Days in August for GCSEs)
- Open evenings

Monitoring the progress of students

- Producing and distributing reports including Attendance and Attainment data as required on a daily, weekly or half termly basis as required.
- Using the college analysis of data windows, identify students underachieving or declining performance, and initiating reports on behaviour, effort and outcomes
- Managing support and challenge for individuals and liaising with teachers and other support staff to deliver a programme of support for the individual student
- Designing and implementing personalised ways of monitoring progress, using learning mentor skills.
- Contribute to maintaining and analysing records of students' progress.

Participating in checks of uniform and taking remedial action as required

- Organising the checks of uniform, etc.
- Devising and using tools to record checks and feedback to students, teachers and the Leadership Team.
- Taking remedial action.

Being the first point of contact during the working day for students and parents

- Updating timetables for students.

- Receiving information, making decisions on how to communicate this with other staff, deciding on the 'escalation' to senior staff.
- Keeping parents informed about their child's welfare.
- Deciding on how to respond to a student.

Providing administrative support to the Year Progress Leader and Senior Progress Leaders

- Running reports to support parental meetings, interventions etc. – behaviour, attendance, punctuality, effort and attainment.
- Recording student incidents and interventions on Arbor.
- Allocating rewards to students for Independent Learning and classroom points.
- Recording student rewards.

Leading, managing and developing a cohort of students taking responsibility for student development across the curriculum

- The outcomes that are associated with this element are to lead the service so that students will:
 - Attend college regularly and punctually.
 - Actively participate in learning.
 - Actively participate in extra-curricular activities.
 - Produce work and assignments in response to curriculum demands (including homework)
 - Be safe and happy at college.
 - Conform to the college's uniform and behaviour policy.

Impacting on educational progress of students in the Year:

- The outcomes that are associated with this element are to work as part of a team so that students will:
 - Actively participate in extra-curricular activities.
 - Achieve high standards in public examinations.
 - Progress to the next stage of their education with confidence and enthusiasm.
 - Show sustained improvement across their subjects.
 - Make informed choices about their future studies.
 - Understand how to improve their studies.
 - Know their academic targets.
 - Be well prepared for any tests and examinations.
 - Be enthusiastic about college.
 - Contribute to the maintenance of a purposeful working environment.

Working as a Team

- The outcomes that are associated with this element are to work as part of a team to ensure that the parents and carers of students:
 - Are well informed about their child's achievements at college.
 - Are well informed about their child's targets for improvement.

- Know the expectations made of their child in relation to their studies, their attendance, behaviour and conduct at college.
- Know how they can support or assist their child's progress at college.

Work as a member of the pastoral team to ensure there is consistency of practice

- Attend, participate in and by rotation, clerk Pastoral Support meetings.
- Attend and participate in staff meetings.
- Attend and participate in parents evenings.

Monitoring and accountability

- The tasks that are associated with this element are to:
 - Provide information and analysis for the Headteacher and other senior managers so that they can understand the issues affecting the progress of individuals or groups in each the year group.
 - Monitor, evaluate and review the impact of interventions and resources for the cohort.
 - Respond to other staff and agencies who require up to date information about the students presented in a concise and accurate manner.

And any other duties as required by the Headteacher.

This job description is not exhaustive as the Pastoral Support is required to do all that is reasonably required as part of the team that leads and manages the Year Group.



PERSON SPECIFICATION

Key Stage 3 Pastoral Support

Essential

- Strong behaviour management skills
- Excellent communication and interpersonal skills
- Ability to lead and motivate staff and students
- Commitment to safeguarding and student wellbeing

Desirable

- Previous pastoral experience
 - Experience working with external agencies
 - Knowledge of attendance strategies and interventions
 - Experience of working in a secondary school setting
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Key Skills and Attributes

- Leadership and organisational ability
 - Emotional intelligence and resilience
 - Problem-solving and decision-making
 - Ability to work under pressure
 - Commitment to inclusion and equality
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Safeguarding Statement

This role involves safeguarding responsibilities. The postholder must be committed to safeguarding and promoting the welfare of children and young people and will be subject to appropriate vetting procedures, including an enhanced DBS check