

# Job Description

## Pastoral Manager



<b>Job purpose:</b>	To contribute effectively to the management of pastoral care and to be accountable for the day to day supervision of the pastoral support team. To monitor and support the overall progress and development of students.
<b>Reporting to:</b>	Headteacher, School Business Manager
<b>Responsible for – Staff</b>	Yes – the pastoral team
<b>Liaising with:</b>	Headteacher, SBM, Senior Leadership Team, School Governors, Pastoral Team, other staff members – teaching and non-teaching, LA, Agencies, children, parents/carers
<b>Grade of post:</b>	G6
<b>Disclosure level:</b>	Enhanced

<b>Job Outline</b>
<ul style="list-style-type: none"> <li>• To support the leadership, management, development and monitoring of the school pastoral care function. To identify, monitor and evaluate student attendance. Tracking, target setting and mentoring / supervising students when required. Liaising regularly with parents/carers.</li> <li>• To play an active role in the development and implementation of all safeguarding policies and supporting procedures.</li> <li>• To work with the relevant senior manager to identify students who are vulnerable or need specific support.</li> <li>• To ensure that referral procedures are current and correctly implemented to ensure the safety of the pupils.</li> <li>• To provide counselling/mentoring where appropriate, or to act as a link to the relevant agencies.</li> <li>• To maintain/develop and implement Early Help assessments.</li> <li>• To assist when necessary with the cover of the welfare staff and break time supervision.</li> <li>• To plan and deliver workshop sessions on a range of issues and to plan and deliver extra-curricular opportunities as appropriate.</li> <li>• To co-ordinate and support intervention strategies and packages for vulnerable pupils and where appropriate work with multi agency support.</li> <li>• To maintain robust reporting systems to monitor and evaluate the pastoral function and be responsible for ensuring the correct/secure recording systems and processes for child protection documentation are up-to-date with information for relevant areas.</li> <li>• To efficiently manage, train and develop other members of the pastoral team within the Trust. Cascading relevant information to other school staff as required.</li> <li>• To assist with the development of relevant school policies and procedures and ensure that they are effectively implemented.</li> <li>• To contribute to the development of effective links with partner schools, the community and outside agencies.</li> </ul>

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### Other Specific Duties

To carry out the duties in the most effective, efficient and economic manner available.

To continue personal development in the relevant area.

To participate in the staff review and development appraisal process, including that of your own team.

To assist SLT in ensuring that all staff maintain up-to date training on current legislation regarding safeguarding and child protection.

### Health and Safety Training

To undertake Health and Safety Training on areas within the designated work area.

# Person Specification / Selection Criteria Pastoral Manager



## A. Experience

	Essential	Desirable	Source A = Application I = Interview R = References T = Task/Observation P = Presentation
Experience of working with young people aged 2-11 yrs in a voluntary or professional capacity	E		A, I
Experience and understanding of Safeguarding within a school setting and current child referral legislation	E		A, I
Experience of working in the primary school sector or similar environment		D	A, I

## B. Training and Qualifications

	Essential	Desirable	Source
GCSE's at grade C or above including English and Mathematics	E		A, I
Degree or equivalent relevant qualification		D	A, I
Counselling or Mentoring qualification L2		D	A, I
Willingness to undertake further relevant training including First Aid	E		I

## C. Knowledge and Understanding

Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post.

	Essential	Desirable	Source
Knowledge of relevant policies/codes of practice in behaviour management	E		A, I
Knowledge of the national curriculum requirements for the relevant Key Stage in order to give appropriate support and preparation to children	E		A, I
Knowledge of relevant legislation eg Safeguarding	E		A, I
Understanding of inclusion, behaviour and attendance issues.	E		A, I

# Person Specification / Selection Criteria

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Understanding the main challenges for pupils in the school setting.		D	A, I
Understanding of teaching and learning strategies and how these impact on pastoral issues.		D	A, I
Knowledge of CPOM's and use of MIS		D	A, I
Knowledge of how to use a range of computer programmes / IT functions		D	A, I
Knowledge of monitoring, evaluation and review processes to raise standards	E		A, I

### D. Personal Skills, Abilities and Competencies

Applicants should be able to provide evidence that they have the necessary skills and abilities required.

	Essential	Desirable	Source
Ability to work sensitively with others to build effective relationships	E		A, I
Commitment to and ability to promote a positive ethos within the school	E		A, I
Commitment to confidentiality and protection of data, using discretion at all times	E		A, I
High quality, adaptable people skills to deal with difficult situations	E		A, I
A clear understanding of the impact of school improvement and in particular high quality teaching and learning	E		A, I
Commitment to collaboration and sharing of resources and expertise across all phases of learning	E		A, I
Ability to use initiative to respond to and resolve problems in the short term	E		A, I
High level, flexible communication skills to deal with both children and adults	E		A, I
High level of commitment, enthusiasm, inspiration and motivation	E		A, I
Very good organisational skills	E		A, I
Ability to deliver objectives and targets within agreed timescales and manage others to do the same	E		A, I
Willingness to work outside of normal school hours when required	E		A, I
Ability to encourage, engage and influence others, including parents/carers to work co-operatively with school and involve them in their child's education	E		A, I
Ability to identify own training and development needs	E		A, I