

Job Description

Job Title:	Pastoral Support Manager	School Name:	Beormund Primary School
Grade and Range:	Grade 8 Spine 28-35 (£28,440-£34,254 FTE)	Hours:	36
Reports to:	Deputy Headteacher	Working Pattern:	Term Time Only – Maternity Cover – part time – days to be negotiated
		Supervises:	Nurture Group Team

Purpose and context:	The Pastoral Support Manager will provide a complementary service in a school setting in addressing the needs of pupils who need help to overcome barriers to learning, both inside and outside school in order to achieve their full potential. The Pastoral Support Manager will work as part of a team including school staff, parents/carers and other agencies to ensure progress and achievement for pupils.
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Principle Accountabilities:

Working with pupils, parents and carers

- Maintaining contact with families and carers to foster a positive relationship with school and develop family support signposting them to relevant agencies where appropriate.
- Working in a variety of ways to support, motivate and challenge pupils to raise levels of academic achievement. These may include support in class, 1:1 coaching, helping individuals and groups with work and developing skills, as well as developing and implementing PLPs.
- To support the schools ethos to engage families in their children's learning through regular and supportive communication and the organisation of family events including half termly coffee mornings, home visits and family days.
- To be responsible for evaluating school effectiveness through parent/carer/pupil questionnaires and the feedback of results.
- Manage the schools intervention programme in relation to attendance and punctuality, including contacting parents and meeting them where there are concerns.
- Working with teaching staff in identifying pupils at risk of under achieving
- Managing, setting up and running a Nurture Group which includes directing the work of support staff and learning mentors as required.
- In consultation with teaching staff, drawing up and implementing an individual action plan for each student.
- Taking responsibility for identified pupils in supporting them to achieve their targets.
- Developing a 1:1 relationship with pupils in order to monitor the pupils' progress towards agreed goals.
- Developing a knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for pupils and their families.
- Using student tracking performance data in identifying and achieving targets.
- Keeping detailed monitoring and progress records and making it available to staff in school.
- To work with the Deputy Headteacher as line manager whom an open and honest communication is required.
- To undertake any reasonable management request as required e.g. playground duty etc.
- To provide support to parents/carers where appropriate and be responsible for organising and reporting on home visits.
- To be responsible for the organisation and content of the personalisation files.
- To provide clear and professional written and verbal reports to the Senior Leadership Team on all matters relating to the pastoral support of pupils.
- To lead and Chair all meetings with a pastoral support focus.
- To act as the main point of contact for looked after children and their families.

- To use pupil performance tracking data, assessments from teachers and support staff and information from parents to inform the setting of individual pupil targets.

To undertake a range of responsibilities regarding identified pupils to support them in achieving their targets including

- Drawing up and implementing individual action plans and/or Pastoral Support Plans in consultation with class teachers, the Special Educational Needs Co-ordinator, parents of carers and external agencies.
- Promoting and support family learning programmes
- Supporting School Council Sessions
- To develop effective 1:1 relationships with pupils in order to monitor progress towards agreed goals.
- To initiate and maintain contact with families and carers to ensure a positive relationship with school and develop family support for the pupils.
- To be the immediate point of contact within school for children and families in crisis.
- To provide training to staff, parents/carers and other educational establishments.
- To support pupils and parents or carers during pupils transition between Key Stages including secondary transfer.

Working with outside agencies

- To assist as point of contact between various agencies where a multiple agency approach is required for a targeted pupil, e.g. ESWS, Social Care and Health, Community Health and Youth Offending Team, Pupil Referral Unit, in order that the needs of the pupil are met in a focused and integrated way.
- To have a good knowledge and of the range of activities, courses, opportunities, organisation and individuals that could be drawn upon to provide extra support for pupils.
- Attending Case Conferences and Core Group Meeting regarding pupils and preparing and submitting reports for these as required.
- Liaising with staff as required in other schools and provide training as required.

Other Duties

- To undertake other duties consistent with the scope of the post and within the competence of the post-holder as required.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- The job description is not necessarily a comprehensive description of the post. It may be reviewed once a year and it may be subject to modification or amendment at any time after consultation with the post holder to ensure the smooth running of the school.

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Southwark Safeguarding Children's Board and the school's safeguarding policy

General Statements	<ul style="list-style-type: none"> ▪ Required to carry out all reasonable duties and responsibilities of the post in accordance with the Councils' policies and procedures and standing orders. ▪ Enactment of Health and Safety requirements and initiatives as appropriate ▪ All employees are required to declare any conflict of interest that may arise before or during their employment.
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<p>General Statements</p>	<ul style="list-style-type: none"> ▪ Any outside activities, either paid or unpaid, must not in the view of the School conflict with or react detrimentally to the Authority's interest, or in any way weaken public confidence in the conduct of the School's business. ▪ Undergo and meet school conditions for a satisfactory enhanced DBS check. ▪ Must comply with all equality legislation, policies and procedures; actively promote ways of eradicating and challenging racism, prejudice and discrimination through the School's policies and procedures. ▪ To have due regard for safeguarding and promoting the welfare of children and young people, and to follow the child protection procedures adopted by the Southwark Safeguarding Children Board. ▪ Ensuring work is in line with the School's Green Commitment Policy goals. ▪ Being aware of responsibilities under the Data Protection act for the security, accuracy and relevance of information held and maintained. ▪ Treating all information acquired through your employment, both formally and informally, in strict confidence ▪ To demonstrate a commitment to good customer care. ▪ Any other duties of an appropriate level and nature will also be required.
<p>To contribute as an effective and collaborative member of the School Team</p>	<ul style="list-style-type: none"> ▪ Participating in training to be able to demonstrate competence. ▪ Participating in first aid training as required. ▪ Participating in the ongoing development, implementation and monitoring of the service plans. ▪ Contributing in meetings and being a supportive member of the school team.

Person Specification

Job Title:	Pastoral Support Manager	School Name:	Beormund Primary School
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	Essential (E) or Desirable (D)	How assessed (A / I / T)
<p>Knowledge / qualifications:</p> <ul style="list-style-type: none"> ▪ At least 5 GCSE grade C or above which include English and Maths or equivalent experience or qualifications ▪ A sound working knowledge of Microsoft packages e.g. word/excel/mail/PowerPoint ▪ A good knowledge of the National Curriculum and National Literacy and Numeracy Strategies ▪ Knowledge of the Personal, Social and Health Curriculum, including resources available to support teachers. ▪ An understanding of how children learn and of strategies to motivate children who are disaffected or who are experiencing barriers to learning. ▪ Good knowledge of the roles of the various outside agencies available to provide support to the school ▪ Knowledge and understanding of child protection legislation ▪ An understanding of the principles of inclusion and a demonstrable commitment to inclusive education for all. ▪ Knowledge of information technology data management systems 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>Indicate how skill will be assessed either application form, at interview or tested.</p>
<p>Experience:</p> <ul style="list-style-type: none"> ▪ Significant and successful experience or working with children in a school setting, including working with individuals and groups to support learning in and out of the classroom ▪ Experience of the National Curriculum and the National Literacy and Numeracy Strategies and of intervention or 'catch up' programmes ▪ Experience of working with colleagues to set up short term goals for individual pupils and of supporting the pupils in achieving these ▪ Experience of working with other adults in a team situation ▪ Experience of working with professionals from a variety of outside agencies ▪ Experience of managing/chairing meetings 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	

Aptitudes, skills and competencies:

- Ability to present detailed and written reports, in a clear and professional style
- The ability to build very effective relationships with pupils, to motivate disaffected learners and to improve self-esteem
- Ability to collate, analyse and present a variety of data, for different audiences and purposes
- Ability to work under pressure and to meet deadlines
- Ability to maintain confidentiality
- Ability to listen, empathise and be a sensitive mediator and advocate on behalf of mentored pupils

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Special conditions:

- Motivated to work with children & young people.
- Ability to form & monitor appropriate relationship & personal boundaries with children & young people.
- Emotional resilience in working with challenging behaviours.
- Appropriate attitudes to use of authority & maintaining discipline.
- The postholder may be required to work outside of normal school hours on occasion, with due notice.
- All postholders will be required to undertake an enhanced DBS check. Individuals on the children's barred list (and adults barred list where relevant) should not apply.
- An understanding of the principles of Keeping Children Safe in Education 2015 and a commitment to ensuring the health, safety and wellbeing of all children.

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