**Job Description**

**Job Title:** Assistant Headteacher - Pastoral lead (Spanish or French Specialist)

**Hours of work:** Full Time

**Salary:** Leadership scale commensurate with experience

**Start date:** September 2025

**Apply by:** 25th April 2025

**Reports to:** Deputy headteacher

**Purpose of the Role**

The Pastoral lead plays a key strategic role within the Senior Leadership Team, with responsibility for leading and coordinating the school’s pastoral provision and character development. The post holder will ensure that the social, emotional, and physical wellbeing of all pupils is prioritised and embedded across the school community. This includes oversight of student support area, mentoring and the development of inclusive, nurturing approaches that enable all pupils to thrive. The role requires strong leadership, excellent communication, and the ability to work effectively with families, staff, and external agencies

**Responsibilities**

**Strategic Leadership & Safeguarding**

* Provide strategic leadership for pastoral provision, ensuring a safe, inclusive, and supportive school culture.
* Champion the school’s commitment to Positive Behaviour Support

**Positive Behaviour Support & Trauma-Informed Practice**

* Lead on embedding Positive behaviour support across the school, ensuring a consistent, proactive approach to supporting student behaviour rooted in understanding, respect, and dignity.
* Promote and model trauma-informed practices, recognising the impact of Adverse Childhood Experiences (ACEs) and the need for emotionally safe environments.
* Support staff in developing personalised support strategies that reduce restrictive practices and promote self-regulation and autonomy.
* Monitor behaviour data and lead regular reviews of behaviour plans to ensure they are effective and person centred.

**Pastoral Care**

* Design and lead robust systems for pastoral care, ensuring the social, emotional, and mental health needs of all students are prioritised.
* Work with the Safeguarding AHT to develop early intervention strategies and wellbeing programmes.
* Foster strong, trusting relationships with students, building a culture of connection, empathy, and belonging.
* Develop students character inline with our PRIDE values

**Team Leadership & Professional Development**

* Line manage pastoral staff including the Pastoral support manager
* Deliver high-quality CPD and coaching to build staff confidence
* Model reflective practice, encouraging staff to adapt and refine approaches to meet students’ evolving needs.

**Family & Community Engagement**

* Develop strong partnerships with parents/carers, especially those navigating behavioural challenges.
* Lead on key events and initiatives that promote family involvement and celebrate pupil growth.

**Monitoring & Compliance**

* Maintain robust systems for tracking behaviour
* Ensure compliance with all statutory responsibilities related to health, safety, and safeguarding.
* Report regularly to SLT and governors on the impact of pastoral work, highlighting successes and areas for development.

**Staff**

* Lead professional development of staff through example.
* Motivate and enable all staff to carry out their roles to the highest standard through high quality continuing professional development based on assessment of needs.
* Promote teamwork and motivate staff to ensure constructive working relationships.
* Implement performance management arrangements in line with school policy.
* Participate in the interview process for posts when required and ensure effective induction of new staff in line with the school’s policy.
* Support the Headteacher in ensuring that professional duties and conditions of employment of teachers and support staff are fulfilled.
* Take responsibility for own professional development, including time management issues.
* Manage the pastoral support team
* Manage mental health provision across internal and external agencies.
* Ensure effective systems of communication to staff in relation to all pastoral matters.
* Ensure all new staff receive an induction into the behaviour Policy and fully understand their role.
* Lead Performance Management of staff for the Pastoral support team
* Play a key role in on-going School Self Evaluation in relation to all Pastoral matters.
* Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
* This job description may be changed by the Headteacher in consultation with you to reflect or anticipate changes in the job commensurate with the grade and job title. Such variations would not justify the re-evaluation of a post.

**Professional standards**

* Support the ethos, vision, principles and values of George Mitchell School.
* Treat colleagues, students, and all members of the community with respect and consideration.
* Treat all students fairly, consistently and without prejudice.
* Set a good example to students in terms of appropriate dress, standards of punctuality and attendance of vision.
* Support the aims of George Mitchell School through attendance at and participation in events such as Open Evenings, Option Evenings and the like (as appropriate to responsibilities).
* Support the ethos of George Mitchell School by upholding the code of conduct, uniform rules, etc.
* Take responsibility for own professional development and participate in arrangements as adopted by George Mitchell School for the assessment of performance and that of other teachers.
* Reflect on own practice as well as the practices of George Mitchell School with the aim of improving all that we do
* Read and adhere to the various policies of George Mitchell and implement George Mitchell improvement plans.
* Undertake duties as prescribed within the school’s policies.
* Ensure that all deadlines are met as published in the school calendar.
* Undertake professional duties that may be reasonably assigned to them by the Headteacher.
* Be proactive and take responsibility for matters relating to health and safety.
* To ensure you operate within GDPR guidelines and practices and regularly review data held and destroy information in line with retention schedules.

**Other**

* Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
* The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
* This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.
* George Mitchell School is committed to safeguarding and promoting the welfare of children and your people and expects all staff and volunteers to share this commitment. This role requires enhanced Disclosure and Barring Service clearance.
* Shortlisted candidates will be subject to an online search. The search is not part of the shortlisting process itself and the candidate will have the opportunity to address any issues of concern that come up during the search at interview.

**Our values**

The post holder will be expected to operate in line with our values which are:

Perseverance – Enjoy the Challenge

Respect – Be Kind, Be Safe

Independence – Think for Yourself

Diversity – Include Everybody

Excellence – Go above and Beyond

**Safeguarding**

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

**Person Specification:**

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| **CRITERIA** | **ESSENTIAL** | **DESIRABLE** | **EVIDENCE** |
| **Qualifications** | * Degree in relevant subject. * Qualified Teacher Status (QTS). | * Further relevant professional studies in pastoral related field. * Expertise in a wide range of pastoral issues. * Good ICT skills. * NPQML/ SL or similar leadership qualification. * QTS in MFL, preferably French or Spanish | * Application * References * Certificates |
| **Experience/ Knowledge and skills** | * Track record of outstanding middle leadership over/at least 3 years. * Experience of managing a team successfully. * Experience of leading both teachers and support staff. * Experience of monitoring and evaluating aspects of teaching and learning and/or performance management. * A track record of leading a school to improved performance, as demonstrated by Ofsted judgements and/or pupil outcomes over time. * Evidence of commitment to self-improvement as a professional. * Experience of supporting vulnerable young people when using a multi-agency approach. * Experience of leading whole school CPD. * Experience of successfully coaching staff. * Experience in the use of data, tracking and target setting to raise attainment at individual student and cohort level and identify performance. * Ability to lead a team effectively and hold staff to account. * Highly effective and successful teacher with proven track record. * Highly self-motivated and able to energise and motivate others. * Able to prioritise workload and work well under pressure with competing deadlines. * Proven track record of total commitment to helping every student achieve their very best. * Adept at identifying and deploying resources that are highly effective and creative in meeting the needs of individual vital students. * Adept in using data to analyse patterns in performance over time that highlight potential gaps in pastoral provision. * The ability to think and work strategically and with vision. * An understanding of the principles of management and leadership, with an ability to engage others and the ability/potential to lead a team to achieve its goals. * Knowledge and understanding of what constitutes high quality educational provision, the characteristics of an effective school and strategies for raising pupils’ achievement. * An understanding of how to seek and use data effectively to track and monitor progress and show impact of actions. * The ability to be able to communicate effectively in a range of situations and be able to adapt style and approach where necessary to achieve the desired outcome. * A thorough understanding of current educational issues. * The ability to manage change effectively. * High level personal ICT skills and the ability to use these effectively in a range of situations. | * Experience of working in more than one school. * Experience of working in a multi culturally diverse school. * Carrying out a senior leadership post that has impacted on standards and progress, positively. * Experience of sustained use of latest research to impact on your own performance and that of others. * Experience of school-to-school support. * Ability to lead various teams. * Proven track record in staying abreast of developments locally, nationally and internationally with respect to VITAL. * Good understanding of data protection legislation and guidance. * Experience of procurement and budget management. * Awareness of and contribution to the administration of access arrangements. * Be a current Lead Practitioner, SLE (Specialist Leader of Education) or Ofsted Inspector. | * Application form * Letter * Selection Process |
| **Personal** | * Ability to work under pressure and to deadlines. * High expectation of self and others. * Excellent punctuality and attendance. * An ability to lead child protection and safeguarding of children and young people across the school. * Excellent organisational skills, especially when logistically planning multiple events involving other institutions. * Energy, imagination, loyalty and personal commitment. * Ability to inspire the trust, confidence and respect of pupils, staff and the community. * Sense of humour and maintain a sense of perspective. * Complement the skills and abilities of the Headteacher. * Good judgement. * Ability to create and maintain a healthy work/life balance. * Resilience. * Possesses a ‘can do’ attitude. * Creative and innovative in finding solutions. * Flexible and adaptive to changing needs and priorities. * Passionate about inclusive practice and equality of opportunity. * Relentless in finding ways to any remove barriers to success. * Excellent communication skills with both adults and students. * Commitment to the protection/safeguarding of all students. * Self-reflective practitioner who always seeks to improve. * Able to see the ‘big picture’ in relation to whole school priorities & improvement. * Integrity. * Commitment to the aims and values of comprehensive education, the school’s vision and ethos and the implementation of its Equal Opportunities Policy and practice. * Understanding of the importance of professionalism and confidentiality. * A commitment to being a role model for staff and students in relation to overall conduct to include the following: dress code, attendance and timekeeping. * The potential for further promotion and a commitment to career development. | * Good analytical and problem-solving skills. * Willingness to contribute to the extracurricular life of the school | * Application form * Selection process * Reference |
| **Safeguarding Children** | * Commitment to safeguarding and promoting the welfare of children and young people. * Must satisfy relevant pre-employment checks, including enhanced DBS checks. | * Child Protection training within the last 12 months. | * Application * Selection process * References |
| **Special Requirements** | * Working knowledge of the Data Protection Act. * Flexible approach to working hours to meet the needs of the organisation. * To participate fully in the life of the school. * Outstanding role model. |  | * Application * Selection process |