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Assistant Principal: Pastoral Care & Personal Development

Job Description & Person Specification

**Job Description for Assistant Principal: Pastoral Care and Personal Development**

**Grade:** L10 - 14

**Line Manager**: Principal

**Duty Hours:** Fulltime

**GENERAL PROFESSIONAL DUTIES AND RESPONSIBILITIES**

* To work under the guidance and direction of the Principal.
* To lead and manage all areas of Pastoral Care and Personal Development.
* Alongside the Principal and the rest of the Senior Leadership Team, be a beacon of representation in the core values of our school.
* As a Senior Leader within the school, act as a role model of best practice to colleagues, undertaking duties, attending school events and representing the school in a professional capacity across the MAC, Diocese and other partnerships.
* Carrying out the professional duties of an Assistant Principal set out in the Teachers’ Pay and Conditions Document as directed by the Principal within the context of the job description set out below.
* Line management responsibility for Pastoral Leaders and staff with Personal Development links e.g. Careers.
* To support, develop and hold to account pastoral staff, focusing on high standards of personal, social and academic development of students.

**Duties**

* To teach, as directed, throughout the school to students aged 11 to 18.
* To be responsible for the leadership, management and organisation of the functions identified within this job description.
* To play a full and meaningful role as a member of the Senior Leadership Team under the overall direction of the Principal.

**Job Purpose:**

To strategically lead on Pastoral Care and Personal development ensuring that the character, culture and curriculum at Hagley is one of personal growth and development enshrined in our POWERful Learning narrative and our virtues and values.

**Key responsibilities:**

* Lead the Pastoral Team ensuring a climate of inclusion, support, welfare and academia are driven.
* Ensure a robust Personal Development Curriculum is in place across all years.
* Ensure high quality, relationships and sex education (RSE), in conjunction with the Person in Charge of Catholic Life, is in place through the Character and Culture curriculum.
* Ensure social, moral, spiritual and cultural education is delivered through the Character and Culture Programme.
* Ensure that British Values permeate all elements of the school curriculum.
* Develop, promote and track engagement in the extracurricular life of the school.
* Line management of Heads of Year, supporting performance management, year group and tutor management, student and staff development.
* Ensure our careers provision is inclusive, comprehensive and progress is tracked through the Gatsby Benchmarks.
* Lead and support the Careers Advisor in facilitating an inclusive, wide-ranging and enriching programme of careers events, mapped across the year.
* Ensure we can evidence how Careers permeates and enriches our curriculum offer.
* Line management of the Careers Advisor and the Teacher in charge of Character and Culture.
* Co-chair Pastoral Leadership Team Meetings.
* Report to the LGB and the Board of Directors on the impact of work related to Pastoral Care and Personal Development.
* Provide induction, continual professional development and bespoke training to meet the needs of all staff regarding Pastoral Care and Personal Development.

**Strategy and Development**

* Have overall responsibility for the strategy that underpins a high-quality personal development curriculum, working with other key leaders and staff.
* Develop and ensure implementation of whole school policies for Pastoral Care and Personal Development, in line with the aims and policies of the school.
* Produce short, medium and long-term implementation plans to develop Pastoral Care and Personal Development in relation to resources, staff professional development requirements, the aims of the school and its policies and practices and ensure this is integrated into the school development plan.
* Monitor and evaluate the impact of Pastoral Care and Personal Development on the academic and pastoral welfare of the students.
* Work closely with the Principal and other SLT members in preparing and delivering the relevant areas of the Education Inspection Framework and Catholic Schools Inspection framework.
* Alongside other Senior Leaders ensure the enrichment and extra-curricular life of the school is inclusive.

**Curriculum, Teaching and Learning**

* Map, audit and track how PHSE, Citizenship, British Values, SMSC, safeguarding, mental health and CEIAG permeates the whole school curriculum.
* Ensure a curriculum map and learning journey is in place for the Character and Culture Curriculum.
* Ensure that there is clarity on the intent, implementation and impact of the Character and Culture curriculum.
* Support staff with training and resources, alongside the Teacher in Charge of Character and Culture, for the delivery of high quality Character and Culture lessons.

**Leadership and Management**

* Lead professional development of staff through example and support to ensure full knowledge and understanding of the best pastoral care and personal development provision.
* Produce the Mass, assemblies’ and Character and Culture calendar in conjunction with the Person in Charge of Catholic Life.
* As a member of the Senior Leadership Team contribute to the processes of quality assurance by monitoring teaching and learning to ensure outstanding provision and impact in all aspects through observation, learning walks, book scrutiny, data analysis, external verification.
* To lead Heads of Year in the evaluation of personal development by monitoring teaching and learning of the Character and Culture curriculum to ensure outstanding provision and impact in all aspects through observation, learning walks, book scrutiny, data analysis, external verification.
* Communicate effectively orally and in writing to a range of audiences e.g. staff, students, parents and the LGB.

**Accountability**

* Keep abreast of all curriculum developments to ensure that Pastoral Care and Personal Development is current and in line with Department for Education guidance and the Education Inspection Framework.
* For the Personal Development strand of the School Development Plan in Line with the Education Inspection Framework.
* For the progress of student’s personal development taking into account the mapping of the Character and Culture programme.
* Progress against the Gatsby Benchmarks.
* Leadership and management of the Pastoral Team.
* Secure understanding of strategies for performance management and appraise designated members of staff.
* Report to SLT, LGB, CSEL and Board of Directors, as required.
* Meet termly with the Local Governing Body Link for Personal Development.

**Other Professional Requirements**

* Uphold the Nolan principles of public life.
* Establish and maintain positive and effective working relationships with professional colleagues and parents/carers.
* Participate as required in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.
* Attend school events, as required.
* Assist in school emergencies, as required.
* Be aware of the need to take responsibility for your own professional development and ensure attendance at appropriate INSET provision.

**Other Key Responsibilities and Expectations**

* Contribute to and support the Catholic ethos of the school and promote the Catholic values and virtues.
* Complete AM, Break, Lunch and PM duties, as required by the Principal.
* Maintain the confidentiality of all the school’s records relating to students, in line with the latest GDPR requirements and the Freedom of Information Act.
* All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties in pursuance of raising student achievement. Any changes will take account of salary/ status and will be subject to discussion, in accordance with the guidance note on contractual changes.
* The above responsibilities are subject to the general duties and responsibilities contained in the current School Teachers’ Pay and Conditions document.
* This job description is not necessarily a comprehensive definition of the post is not intended to be an exhaustive list of all duties and responsibilities that may be required. It may, at any time, be subject to modification or amendment in consultation with the holder of the post and other relevant parties.
* Be aware of, and comply with the policies and procedures relating to safeguarding including Child Protection, Health and safety, Teaching and learning, the curriculum assessment (including SEND, LAC, EAL etc.)
* Contribute to the overall ethos of the MAC and maintain positive, professional relationships with directors, staff, visitors, and all other stakeholders.
* Be loyal to the mission of the school and pay due regard to the Catholic nature of the School/MAC.
* Operate with the utmost regard to confidentiality and not divulge sensitive information to third parties.
* Comply with the School/MAC Code of Conduct, regulations, and policies.
* Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who meets children, and their families has a role to play. To fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, always, what is in the best interests of the child.
* The postholder must always carry out their responsibilities with due regard to the MAC policy, organisation and arrangements for Health and Safety at Work Act 1974.
* The job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the postholder.
* Emmaus Catholic Multi Academy Company is an equal opportunities employer committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This position is, therefore, subject to an Enhanced Child Workforce Disclosure and Barring Service Check.

**Person Specification: Assistant Principal: Pastoral Care and Personal Development**

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| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Evidenced** |
| **Education and Training** |  |  |  |
| DfE recognised Qualified Teacher Status | x |  | A |
| Degree or equivalent qualification | x |  | A |
| Evidence of CPD relevant to the role within last 2 years | x |  | A |
| Evidence of further/wider professional development |  | x | A |
| Working towards a recognised senior leadership qualification |  | x | A |
| **Knowledge and Experience** |  |  |  |
| Recent experience and evidence of impact within a relevant middle  or senior leadership role. |  | x | A, I |
| A proven track record as a successful classroom practitioner  consistently demonstrating a positive impact on pupil outcomes  based on high expectations of all. | x |  | A, I |
| Experience of successfully leading subject curriculum or whole  school development and/or implementation, resulting in improved  student engagement and outcomes. | x |  | A, I |
| Experience of leadership in a pastoral capacity | x |  | A, I |
| Experience of leading quality assurance processes to ensure  consistently high standards within the classroom. | x |  | A, I |
| Experience of coaching and developing others to improve their  practice. |  | x | A, I |
| Evidence of leading assemblies. | x |  | A, I |
| Knowledge and understanding of current educational theory and pedagogy and developments in the secondary curriculum relevant to the role. | x |  | A, I |
| Understanding of current approaches to assessment, feedback and reporting procedures at various levels. | x |  | A, I |
| Ability to demonstrate an impact on student/staff at team/department or whole school level. | x |  | A, I |
| **Professional Skills** |  |  |  |
| Proven track record raising standards for students of all abilities. | x |  | A, I |
| Ability to evaluate and improve the teaching practice of self and others. |  | x | A, I |
| Ability to liaise with other teaching staff and work in cooperation with colleagues . | x |  | A, I |
| Ability to motivate students using a variety of teaching methods and the setting of appropriate goals and monitoring of progress. | x |  | A, I |
| Ability to successfully encourage students to the highest standards of individual achievement and behaviour. | x |  | A, I |
| Ability to assess, monitor and report on impact. | x |  | A, I |
| Ability to adopt flexible practice and strategy. | x |  | A, I |
| Ability to communicate effectively, orally and in writing. | x |  | A, I |
| Experience of the characteristics of effective learning environments and key elements of successful pastoral management. | x |  | A, I |
| Evidence of involvement with extra-curricular activities in school. | x |  | A, I |
| **Strategic Leadership** | | | |
| Successful evidence of line management and motivating staff and students. | x |  | A, I |
| Evidence of leading a development within a department, pastoral area or whole school with a successful outcome. | x |  | A, I |
| Evidence of designing, implementing, monitoring and evaluating a PHSE/Citizenship curriculum. |  | x | A, I |
| Ability to lead and implement change. | x |  | A, I |
| Ability to demonstrate analysis of impact using qualitative or quantitative data. | x |  | A, I |
| Evidence of developing school values and virtues |  | x | A, I |
| Evidence of working with feeder schools. |  | x | A, I |
| Evidence of working with an LGB. |  | x | A, I |
| Evidence of an ability to assist the school in realising a vison. |  | x | A, I |
| Strong commitment to school improvement and raising achievement for all. | x |  | A, I |
| **Leading and Managing Staff** | | | |
| Experience of working with other team leaders. | x |  | A, I |
| Evidence of leading or managing staff, a team or dept. | x |  | A, I |
| Evidence of leading events at Department or Head of Year Level. | x |  | A, I |
| Demonstrate understanding of the purpose of performance management and professional development. | x |  | A, I |
| Evidence of supporting staff through mentoring or monitoring capacity |  | x | A, I |
| **Personal Qualities and Attributes** | | | |
| Ability to relate well with children and adults. | x |  | A, I |
| Ability to work as a member of a team. | x |  | A, I |
| Ability to communicate effectively, orally and in writing to a range of audiences e.g. staff, students, parents and the LGB. | x |  | A, I |
| Ability to demonstrate empathy and understanding with all students regardless of need. | x |  | A, I |
| Secure understanding of strategies for performance management. | x |  | A, I |
| **Safeguarding** |  |  |  |
| To comply with the schools commitment to the protection and safeguarding of children. | x |  | A, I, R |
| To demonstrate understanding of current safeguarding concerns and practices. | x |  | A, I, R |

# POLICY STATEMENT ON THE RECRUITMENT OF EX-OFFENDERS

In accordance with the Disclosure and Barring Service Code of Practice this policy is made available to all Disclosure applicants at the outset of the recruitment process. The full DBS Code of Practice is available at [www.disclosure.gov.uk](http://www.disclosure.gov.uk)

* As an organisation which uses the Disclosure and Barring Service (DBS), the School Committee complies fully with the DBS Code of Practice and undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
* We meet the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all job applicants will be subject to a criminal record check from the Disclosure and Barring Service before the appointment is confirmed. This will include details of convictions cautions and reprimands, as well as ‘spent’ and ‘unspent’ convictions. A criminal record will not necessarily be a bar to obtaining a position.
* We are committed to the fair treatment of applicants, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.
* We promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.
* All application forms and recruitment information will contain a statement that a Disclosure will be requested in the event of being offered the position.
* We encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. This information should be sent under separate, confidential cover. The information will only be seen by those who need to see it as part of the recruitment process.
* At interview, or in a separate discussion, we ensure than an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
* We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.
* We ensure that people at the school who are involved in the recruitment process have access to professional advice to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

**Having a criminal record will not necessarily bar you from working at the school.** This will depend on the nature of the position and the circumstances and background of your offences.