



The Charter School East Dulwich

Assistant Senior Pastoral Manager: Job Description

Post Title: Pastoral Manager

Payscale: HAY Grade 8 (Points 20 to 30), 36 hours per week, 42 weeks per year

Reporting to: Senior Pastoral Manager

Job Purpose

To support the Senior Pastoral Manager in leading and managing the Pastoral Team, ensuring the effective implementation of the school's pastoral policies. Additionally, to manage and support a specific year group as part of the wider pastoral team, working closely with Year Leaders and the Senior Leadership Team to promote student well-being, enhance attendance, academic performance, and ensure a positive school culture.

Key Functions and Responsibilities

Leadership and Management:

- Support the Senior Pastoral Manager in providing operational management for the Pastoral Team.
- Assist in the development and implementation of pastoral policies and practices that align with the school's vision and objectives.
- Oversee a designated team of Pastoral Managers, providing guidance and support to ensure effective pastoral care.
- Step in for the Senior Pastoral Manager in their absence, ensuring continuity in leadership and management of the pastoral team.

Team Leadership:

- Support the Senior Pastoral Manager in the weekly Pastoral Team meeting to review practices, share updates, and ensure consistency in the implementation of pastoral policies.
- Serve as the first contact point for the assigned Pastoral Managers for support with day-to-day work and operational aspects of their roles.
- Work closely with the Senior Pastoral Manager and Year Leaders to agree on and direct Pastoral Manager duties, ensuring consistent performance and impact.
- Facilitate the exchange of best practices and provide guidance to address challenges faced by the team.
- Monitor and evaluate the effectiveness of pastoral strategies and interventions, making adjustments as necessary.
- Foster a collaborative and supportive team environment, encouraging open communication and mutual support among team members.

Year Group Management:

- Act as the second point of contact after Form Tutors for students and parents, particularly concerning the day-to-day working of the School Behaviour Policy.
- Assist the Year Leader for a designated Year Group.
- Monitor and ensure strong attendance and punctuality for the designated Year Group.
- Support the personal, social, and academic development of students and promote their well-being within the specified year group and associated key stage.
- Participate in school duties around the school site, including detentions.
- Liaise with appropriate members of staff to implement positive behavior management strategies.
- Work as an active member of a tutorial team to support colleagues in setting high expectations for standards of behavior, uniform, and achievement.
- Contribute to the overall values, work, and mission of the school.
- Assist in maintaining links with home, internal, and external support services involved with student welfare.
- Contribute to year group-focused events, reward activities, and support programs.
- Facilitate, where appropriate, a mentoring program for students in the Year Group.

Student Support:

- Oversee the personal, social, and academic development of students across all key stages.
- Implement and monitor interventions to address barriers to learning and student well-being.
- Act as a senior point of contact for students, parents, and staff regarding complex pastoral issues.
- Develop and manage mentoring and support programs for students in need.

Attendance and Punctuality:

- Liaise with the attendance officer over first-day calls for at-risk or critical groups as identified, and contact home as necessary.
- Review and analyze student data to identify trends or patterns in behavior, attendance, or punctuality, implementing and monitoring any necessary interventions.
- Support tutors and the Year Leader in monitoring and addressing uniform and equipment issues so that all students in the Year Group are prepared to learn.
- Support the Year Leader with delivering interventions and family support for students with barriers or disadvantages to attendance, punctuality, and access to learning.
- Develop strategies to improve student attendance and punctuality across all year groups.
- Monitor attendance data and implement interventions for students with poor attendance.
- Work with the attendance officer to address attendance issues, including first-day calls and home visits.

Behaviour Management:

- Ensure the effective delivery of the school behavior policies.
- Oversee the Year Group consequence system by recording names, reminding students, liaising with duty staff, and coordinating any follow-up action.
- Assist senior staff with individual students who, for whatever reason, are not in class. This may include following up truancy, counseling learners who are distressed, and liaising with senior staff on actions to be taken.
- Liaise and organize work with teaching staff over internally excluded and suspended learners, including emergency cover.
- Organize and administer behavior, punctuality, and attainment reports.
- Administer and monitor the daily report system for individual students as well as any other relevant documents that may be used to monitor learner progress.
- Liaise with external agencies such as the local authority, Police Liaison Officer, Educational Welfare Officer, and other agencies regarding key students.
- Work closely with the Family Liaison Officer to support agreed students and families.
- Supervise suspended students, including home visits and alternative provision visits where agreed.
- Liaise with tutors over student planners, attitude, and behavior in tutor times.
- Undertake duties at break and lunchtime according to the duty rota.

- Collate information on students' successes, e.g., merits/rewards.
- Be visible around the building at key times and transitions during the school day.

Communication and Liaison:

- Foster strong relationships with parents, carers, and external agencies to support student welfare.
- Maintain and monitor logs on class charts and analyze weekly.
- Input safeguarding incidents/info on the CPOMS system, analyze, and report to Year Leaders and DSL.
- Attend meetings as appropriate, including family and student meetings for reintegrations, bullying, and derogatory incidents.
- Support school events such as Achievement Evenings, Drop Down Days, and other key events associated with the Key Stage.
- Liaise with parents/carers, keeping accurate records of communications and meetings.
- Communicate with external agencies such as local authorities, police liaison officers, and educational welfare officers regarding key students.
- Assist with the organization of information for internal/external support services, including inclusion meetings.
- Order and organize year group resources as directed.
- Take an active part in the tutor and assembly program, encouraging a sense of community and celebrating achievement.
- Maintain and update Year notice boards, promoting the school and Year Group activities.
- Supervise students on educational trips.
- Organize events to support students with study and revision skills, including collaboration with external organizations.
- Lead in the organization of events that support the development of students' cultural capital, such as volunteering projects and residential trips.

General Duties:

- Be flexible within the broad remit of the post.
- Actively promote the safety and welfare of children and young people in line with Keeping Children Safe in Education Guidelines.
- Participate in and support the Performance Management Policy.
- Follow school policy documents and schemes of work and keep updated with school documentation.
- Attend school events as required.
- Assist with on-call duties if appropriate.
- Represent the school in a manner consistent with its ethos and values.
- Contribute to school development through identified communication and consultation channels.
- Respect the confidential nature of information relating to the school and students.
- Ensure compliance within the school with data protection regulations.
- Assist in duties and as the Headteacher and Governors shall from time to time reasonably require.

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ▪ English and Maths to a minimum of GCSE Grade C 	<ul style="list-style-type: none"> ▪ Post 16 Qualifications/ Degree
Experience	<ul style="list-style-type: none"> ▪ Significant experience in an education setting and working with young people ▪ Experience working within an inner London school ▪ Impactful experience leading an managing a team ▪ Understanding of strategies needed to establish consistently high aspirations and standards of results and behaviour ▪ Working with young people and their parents ▪ Working with disadvantaged students 	<ul style="list-style-type: none"> ▪ Experience of working within a counselling environment ▪ Experience of working with students who have behavioural difficulties
Skills & Abilities	<ul style="list-style-type: none"> ▪ Demonstrate high expectations which inspire, enthuse, motivate and challenge students to achieve their best: ▪ Act as a strong role model ▪ Strong presence in the school environment ▪ Good behaviour management skills ▪ Ability to tailor style to student needs ▪ Ability to use student data to generate appropriate and effective support ▪ Demonstrate a strategic and creative approach to problem solving ▪ Ability to build and maintain effective relationships through excellent interpersonal skills ▪ Demonstrate excellent communication skills (verbally and written) ▪ Ability to develop effective teamwork ▪ Demonstrate inclusive approach to education ▪ Ability to work under pressure, maintaining a high sense of perspective ▪ Ability to manage own time effectively ▪ Commitment to regular on-going professional development ▪ Commitment to collaborative working practices 	

Personal Qualities	<ul style="list-style-type: none"> ▪ Excellent interpersonal skills with ability to maintain strict confidentiality. A ● diplomatic and patient approach. ▪ Initiative and ability to prioritise one’s own work and that of others to meet deadlines. ▪ Able to follow direction and work in collaboration with the Leadership Team. ▪ Able to work flexibly, adopt a “hands on” approach, and respond to unplanned situations. ▪ Ability to evaluate own development needs and those of others and to address them. ▪ A willingness to seek specialist advice and awareness of where to seek it. ▪ Efficient and meticulous in organisation. ▪ Commitment to the highest standards of child protection. ▪ Recognition of the importance of personal responsibility for Health & Safety. ▪ Commitment to the school’s ethos, aims and its whole community. ▪ Flexible ▪ Energetic and enthusiastic ▪ Self-motivated, self- confident, reliable ▪ Generosity of spirit, sense of humour ▪ Committed to improving outcomes for all students ▪ Strong team player
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Conditions of employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The postholder is required to support and encourage the school’s ethos and its objectives, policies and procedures as agreed by the Governing Body.

S/he shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers Pay and Conditions Document.

This job description is not an exhaustive list and you will be expected to carry out any other reasonable tasks as directed by the Headteacher. The postholder may be required to perform any other reasonable tasks after consultation.

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 constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and it may be subject to modification at any time after consultation with the postholder.

All staff must participate in the school’s Appraisal process.

The Charter Schools Educational Trust is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.

The Charter Schools Educational Trust is committed to equality and diversity, and to being a family where everyone can be themselves. We are committed to continuous improvement in how representative we are of our local communities, including gender, ethnicity, religion, age, and all other aspects of diversity.

We offer family friendly, flexible working arrangements, and staff networks to provide a supportive environment in the workplace where members can receive peer to peer support.