



Sanders *Draper*

Teamwork Hard work Transparency

Job Profile

| | |
|------------------------|---|
| Job Title: | Director of Pastoral Care - Behaviour lead |
| Pay Scale: | POS (P03- PT 32-35) Actual Salary (£33,863-35,787) |
| Hours/weeks: | 40 weeks a year, 36 hours a week and 6 weeks paid holiday* (more subject to experience and length of service) |
| School: | Sanders Draper School |
| Responsible to: | Deputy Headteacher |
| Staff Managed: | 5 Heads of Year |

Job Purpose

The role of the Director of Pastoral Care is important both to the strategic development of the school as well as the effective management of the school's operational functions. The Director of Pastoral Care is expected to operate within the agreed leadership system of the school, subject to the direction of the Head Teacher.

To be a key member of the pastoral team with the strategic leadership of overseeing the Heads of Year . The person will take a leading role in managing behaviour in school. They will be the second deputy Designated Safeguarding Lead and so offer support as and when needed.

Principle Responsibilities:

- To work closely with the Head of Years and be a presence around the school site. To communicate and liaise with Heads of Year and support in deciding the correct course of action and support for key students of note.
- The leadership, day-to-day management and decisions around ensuring behaviour is to the highest standard. Along with writing and implementation of the behaviour policies, plans, targets, practices and procedures related to the system within the context of the vision, ethos, aims and goals of the Academy.
- To be on duty and a strong visible presence around the school site this includes lesson transitions and overseeing late detentions.
- To make decisions on which outside agencies including AP can be used to ensure students get the full support they need. In some parts it will mean finding additional external organisations to work with. Agreement and sign off for which will need to come from Deputy Headteacher
- To make the decisions on what staff training to provide and provide this training to ensure all staff are fully up to date with safeguarding along with supporting teacher development in terms of behaviour management strategies.

- The strategic leadership within the school of pastoral care as directed by the Headteacher and Deputy for Pastoral.
- Take the lead in promoting positive behaviour across all year groups.
- To support with Safeguarding and being the second Deputy be the school's Designated Safeguarding Lead (DSL) of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the school's safeguarding policies.
- Take the lead in promoting positive behaviour across all year groups.
- To use the data to directly feed into the whole school SMSC programme and identify key topics for SMSC to be delivered where they need addressing, based on current need and analysis.
- To liaise with external agencies regularly to provide extended services to the students and families, in order to provide the best outcomes for all stakeholders.
- To be up to date on all statutory safeguarding policies and updates from the Dfe/Ofsted. To be the person to make key changes to the policy and make these decisions.
- The post holder needs to be able to review, develop and change our Behaviour and lined policies, which are essential to ensure, as a school, we are compliant.
- To ensure all staff follow the behaviour policy. To be responsible for issuing management advice or conducting disciplinaries and making decisions on the next stages if deemed appropriate for staff who do not follow policy.
- To as and when necessary liaise with external agencies regularly to provide extended services to the students and families, in order to provide the best outcomes for all stakeholders.
- To support raising standards by supporting to address behaviour issues in lessons and by dealing with attendance and behaviour. To put behavioral interventions in place to ensure teachers can get the best from students. To set clear targets for students in identifying appropriate targets and interventions strategies.
- In conjunction with the Deputy Headteacher to identify areas of weakness or current trends in behaviour along with areas in the school with particular concerns and set up a key strategic action plan which is then to be implemented across the whole school.
- Conduct home visits where appropriate to support the heads of year and put into place any required interventions to support our families.
- To conduct regular behaviour walks.
- To lead effective appraisals of the pastoral team as appropriate and lead on staff development within pastoral care.
- Undertaking responsibilities part of this will involve attending meetings outside of normal working hours.
- The leadership, day-to-day management and high standards of behaviour for learning in the school,

along with the implementation of policies, plans, targets, practices and procedures related to the system within the context of the vision, ethos, aims and goals of the school

- Deliver INSET on pastoral care, safeguarding, alternative provision, behaviour and other relevant and appropriate areas to all staff.
- To be responsible for establishing a positive ethos and identity across all year groups through effective line management of the Heads of Year.
- To report to governors on safeguarding and attendance half termly and other stakeholders as appropriate.
- To promote a positive attitude to learning which will enable students to make the most of the learning opportunities that are open to them.
- Have an overview of transition through effective line management of the Head of Year

Other Professional Responsibilities:

- To provide pastoral and disciplinary support both inside and outside the classroom throughout the school day.
- Contribute to the school development plan and formal reports to Governors.
- Being a role model for both students and staff and being a presence around the school.
- To take an active role in schools appraisal system to review own progress and set targets for future development
- To take appropriate action to identify and minimise any risks to health, safety and security in the immediate working environment.
- To work in accordance with the values of the school particularly with regard to promoting positive attitudes towards tolerance and respect for other people.
- To work in accordance with school policies and procedures as identified in the staff handbook and school policy folder.

Professional Attributes

- The ability to consistently model the values and ethos of the school.
- The ability to work effectively within the Senior Leadership Team and take collective professional responsibility.
- Effective communication with parents, students, staff and governors.
- An ability to analyse complex situations and to plan appropriate course of action.
- The ability to think creatively and strategically.
- Inspire challenge and develop individuals and teams of people.

- Ability to plan, organise and prioritise so that time is used effectively.
- Encourage ideas from other people
- Ability to plan ahead, identify problems and offer solutions.
- Deal with risk and uncertainty.
- An ability to listen, reflect and have the capacity to be flexible.
- An awareness of recent trends and developments in education.
- A commitment to continuing my own professional development.

Personal Attributes

- A commitment to achieving the best for young people regardless of their social background and circumstances.
- Resilience and optimism in the face of challenges.
- Integrity.
- Attention to detail.
- Decisiveness, consistency and an ability to focus on solutions.
- Courage and conviction.
- Ability to deliver a consistent approach with regards to discipline.
- Stamina to cope with the role.
- A good sense of humor.

Signed: **Date:** (Teacher)

Signed: **Date:** (Head)

We are committed to safeguarding the welfare of children and expect all our staff to share this commitment. An Enhanced DBS check will be obtained by the school.
We welcome enquiries from everyone and value diversity in our workforce. Applications are welcome from all sections of the community regardless of gender, gender identity, ethnic origin, disability, age or sexual orientation.

**Director of Pastoral care - Behavior lead
Person Specification**

| Skills and Abilities | Essential | Desirable | Assessed By |
|---|------------------|------------------|---------------------------|
| Able to organise one's own work, to prioritise tasks and keep to deadlines | ✓ | | Application & interview |
| Able to work independently and as part of a team. | ✓ | | Application & interview |
| Able to be flexible and respond effectively to the 'unexpected' | ✓ | | Application & interview |
| Able to communicate and interact effectively with adults, children and young people | ✓ | | Application & interview |
| Knowledge | Essential | Desirable | Assessed By |
| To have or be prepared to complete a mental health qualification | ✓ | | Application and interview |
| To be up to date on all statutory safeguarding policies and updates from the DfE/Ofsted. | ✓ | | Application and interview |
| To be level 3 safeguarding trained or equivalent | | ✓ | Application |
| To have knowledge of safeguarding <u>reporting systems</u> | ✓ | | Application and interview |
| An understanding of child protection policies and procedures in schools | ✓ | | Application and interview |
| Record keeping systems and procedures used within schools | ✓ | | Interview |
| An understanding of health and safety policy the responsibility of the individual in <u>ensuring its implementation</u> | ✓ | | Application and interview |
| Qualifications and Experience | Essential | Desirable | Assessed By |
| Significant experience of leading on school behaviour | ✓ | | Application and interview |
| To have been a Head of Year with a proven track record of success | | ✓ | Application and interview |
| Experience of leading a team of others and line managing Head of Year | | ✓ | Application and interview |

| | | | |
|---|---|--|---------------------------|
| GCSE at A* - C in English and mathematics or equivalent | ✓ | | Application |
| Experience of working with external agencies | ✓ | | Application |
| Prior experience of working in a school. | ✓ | | Application |
| Having line managed a number of individuals or a team | ✓ | | Application and interview |
| Willingness and motivation to participate in any training or development required to improve skills/performance | ✓ | | Interview |