

Job Title:	Head of House (non-teaching)
Responsible to:	Assistant Principal (Behaviour and Welfare), liaise with Assistant Principal (Personal Development) and Director of Progress
Terms and Conditions:	37 Hours Per Week, Term-Time + 1 Week Scale F – G 08.30-16.30 – Monday – Thursday 08.30-16.00 - Friday

Our Vision

Our vision is to work together to help every child to develop into high achieving, confident, healthy, caring and resilient members of their family and community; creating a pathway to support their career aspirations, independence and contribution to society.

Our Qualities

Every member of our team is expected to demonstrate the ability to:

- Develop positive relationships with all children and adults
- Recognise and manage their own emotions, thoughts and behaviours and understand how these can impact others
- Be curious around the reasons behind others' behaviours, accepting all feelings and beliefs
- Understand others' emotions and thoughts and feel a natural desire to support
- Have the courage to reflect, make changes and be keen to learn

Core Purpose

The Head of House will be responsible for the monitoring and management of pastoral care with the aim of improving learning across the school. They will also support all students in ensuring that they receive high quality pastoral care throughout their time at Acle Academy, as well as managing the welfare and inclusion of all students within their house. The Head of House will lead a team of form tutors and support the personal development and academic achievement of a cohort of students.

Key Areas of Responsibility

- **Strategic Direction of Houses**
- Under the direction of the Assistant Principal, support staff in implementing the School Behaviour Policy both during and outside of lessons.
- Work with the Assistant Principal, Director of Progress and other Heads of House in undertaking strategic planning relating to the School Development Plan and both local and national initiatives. Agreeing targets, monitoring arrangements and evaluation procedures.
- To participate in decision making and in policy development and implementation across the school ensuring they are used effectively to influence student performance and achievement across the school.

We are part of...

WENSUMTRUST 

- **Supporting the development of the pastoral team**
- To establish and maintain positive relationships with children and their families to help promote trust and confidence in the school, providing a foundation for effective partnership working.
- To promote positive behaviour, wellbeing and attainment across the Academy using emotion coaching.
- To contribute actively to developing, promoting and maintaining a whole school Pastoral Team ethos and shared working practices.
- Work within the ethos of the Academy which is child centred, with a therapeutic understanding of students' emotional needs.
- Contribute to planning and coordinating initiatives, activities and support as and when required.
- Attend Department meetings and other leadership and management meetings as agreed and/or required.
- Implement agreed procedures for monitoring, recording and evaluating student progress and maintain accurate and up to date confidential records.
- Provide expert advice and recommendations to appropriate colleagues in relation to issues relevant to a student's wellbeing, behaviour, personal development or learning progress.
- Participate in training and other learning activities and performance development as identified through line management and performance management activities.
- To support and participate in whole-school activities related to the role e.g. rewarding and celebrating student achievement.
- To develop or support initiatives or activities that promote a positive image of the school and its students.
- **Student Progress and Achievement**
- To work with all appropriate staff and other adults, in and outside of the school, to identify and address student under-achievement and barriers to learning with particular focus on disadvantaged students.
- To work with other colleagues in the Pastoral Team, The Director of Progress, Heads of Department, teachers and other appropriate colleagues, in using data to set and monitor student achievement and attainment targets and to inform the development of strategies to challenge and support students.
- Implement, monitor and evaluate raising achievement plans
- To work with form tutors in developing and consistently applying strategies to raise student achievement.
- Coordinating, monitoring and supporting the development and implementation of appropriate student rewards and sanctions procedures.
- To implement agreed systems and procedures for identifying, monitoring, evaluating and recording the social, emotional and behavioural development and progress of pupils- for example, provision map.
- To ensure that student progress and achievement is celebrated e.g. displays, assemblies, Tutor time.
- To liaise with other schools and external agencies to arrange managed moves, student placements and to provide advice to students, parents/carers and other relevant staff. To work with appropriate staff and other adults in monitoring and evaluating this process and taking appropriate action when and where necessary.
- To work with appropriate staff in supporting the transition of pupils and/or staff from one year group to the next.
- Attend Parents' evening, Information evenings, Open evenings and celebration events.

- **Safeguarding, Behaviour and Attendance**

- To support students to understand their own behaviours so they are able to self-regulate
- To support students to have positive relationships with each other and intervene to assist in restorative practices.
- To lead on the investigation of negative behaviour incidents
- To monitor and identify students at risk of exclusion, vulnerable students and their families. To work closely with, and undertake home visits, alongside the Attendance Officer to prevent educational under-achievement and poor attendance.
- To manage structured one-to-one mentoring sessions and provide personalised support in relation to self-esteem, anxiety, depression, self-harm, anger, bereavement, and family breakdown.
- Work closely with Assistant Principal, Director of Progress and the Attendance Lead to identify barriers to good attendance and implement strategies to support.
- To build up knowledge, understanding and network with local resources and community services including mental health teams, children's services, health, CAMHS, and schools who can provide further support for students and their families.
- Ensure you have a holistic view of the student by reading all relevant school documentation around them, support plans and risk assessments, and contribute to individual risk management
- To support students with emotional and social difficulties to access learning effectively.
- Liaise with parents so they can support the school and their children to improve their behaviour and regulate their emotions.
- Act as a positive role model for students at all times, setting challenging expectations for behaviour and conduct, promoting self-esteem and independence
- Implement, monitor and evaluate Pastoral and Behaviour Support Plans.
- Attend reintegration meetings with parents/carers.
- To communicate and liaise with parents over pastoral matters and to make referrals, when necessary.
- Mentoring students with identified social, emotional or mental health issues.
- To promote high standards of behaviour and courtesy and to deal with any issues of misconduct as they are referred from Form Tutors and Curriculum Areas.
- To implement small group work on behaviour topics with targeted students.
- Monitor and support students who transfer 'in year' to Acle Academy and monitor their early weeks in school.
- Complete on-call duties as part of the on-call rota
- Supervise students before the school day, at break, lunchtimes and at the end of the day.
- Contribute to the website content to help parents find information, advice and support to help the personal development of their child.

- **To work within school as a Designated Safeguarding Lead (DSL)**

- To be committed to safeguarding all students at Acle Academy.
- To be fully up to date with all current legislation, statutory guidance and other guidance around all areas of safeguarding children.
- To promote safeguarding to parents and carers within the school.
- To be part of a team delivering high quality staff safeguarding awareness.
- To act as the first point of contact for any safeguarding concerns, providing timely relevant support and advice in order to safeguard the student.
- To make timely external referrals to a range of agencies including children's services in order to safely safeguard and support the student.
- To have a good understanding and ability to deal with a range of issues such as abuse, neglect, CCE, CSE, peer on peer abuse, HSB, DV, FGM, radicalisation and internet safety.

- To maintain up to date accurate, confidential, safeguarding records (CPOMS).
- To attend internal safeguarding meetings.
- To attend, participate and lead in a range of external meetings- including Strategy calls, Child Protection Conferences and Core Groups, Child in Need meetings and FSP meetings. Ensuring adherence to the guidelines and requirement of attending such meetings and ensuring that they are appropriately documented. Actions are carried out in a timely manner and they are logged.
- To work alongside relevant staff and professionals to exchange information and determine appropriate interventions in relation to individual students and their needs.
- To attend all statutory safeguarding training and training that will enhance practice and support the protection of students at Acle Academy.
- Support staff with safeguarding information needed to manage behaviour, the school environment and to inform the school curriculum.
- **Leading, developing and enhancing the practice of others**
- To attend appropriate Inset on student learning and behaviour and achievement.
- All colleagues within the school have a responsibility for the wellbeing and welfare of children and the post holder should follow the safeguarding policies and procedures as set out by the institution.

Health and Safety

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Cooperate with the employer on all issues to do with Health, Safety and Welfare.

Continuing Professional Development

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with developments related to school efficiency, which may lead to improvements in the day to day running of the school.
- Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this role profile.

Employees are expected to be courteous to colleagues and students, providing a welcoming environment to visitors and telephone callers.

This role profile is current at the date shown but, in consultation with you, may be changed by the CEO or Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification

	Essential	Desirable
Personal Attributes	<ul style="list-style-type: none"> • Relational • Self-aware • Curious • Accepting • Empathetic • Reflective 	<ul style="list-style-type: none"> • Ability to work under pressure and prioritise effectively • Resilience • Tenacity • Ability to resolve conflict
Qualifications		<ul style="list-style-type: none"> • Excellent numeracy / literacy skills • GCSE or equivalent NVQ 2 Maths and English
Experience	<ul style="list-style-type: none"> • Working in a team • Successful recent experience of working with young people • Maintaining confidentiality • Working with a clear vision and set of values 	<ul style="list-style-type: none"> • Experience working in a similar role
Skills/Knowledge	<ul style="list-style-type: none"> • Receive and act upon appropriate feedback • Use ICT effectively • Excellent communication skills • Ability to relate to students • Excellent organisational skills • Ability to prioritise workload, use own initiative and make appropriate decisions • Work on own initiative • Knowledge and understanding of data protection and confidentiality issues • Safeguarding 	<ul style="list-style-type: none"> • Good understanding of child development • Knowledge of external agencies • Knowledge of de-escalation strategies and restorative techniques • Strategies to support wellbeing, good attendance, aspiration and achievement.
Other		