



**North Bromsgrove High School**  
[nbhs-recruitment@northbromsgrove.worcs.sch.uk](mailto:nbhs-recruitment@northbromsgrove.worcs.sch.uk)

**Job Title: Pastoral Lead/Head of Year**

**Accountable to: Associate Assistant Headteacher / Deputy Headteacher**

**Main purpose of the role:**

To lead the pastoral development of all students in a year group (approximately 300 students) during their time at North Bromsgrove High School.

**Pastoral Support:**

- To lead a team of tutors for the year team that you are responsible for, ensuring that the quality of tutoring is of a high standard.
- To lead on assemblies as per the rota, delivering assemblies where necessary.
- To lead roll call, ensuring that the uniform, standards, equipment and expectations of year team are upheld and addressed as expected in line with school policy.
- Provide support and advice to students in line with promoting their personal development, behaviour and welfare.
- Respond to and take steps to resolve relationship issues between students and develop their social skills and self-management techniques.
- Provide pupil support outside of the classroom.
- To liaise with Heads of Department and/or Heads of Faculty regarding matters pertaining to behaviour and attitudes
- Follow up attendance matters, including for agreed target students and contact or meet with parents/carers. In addition, ensuring the regular contact and communication is held with parents/carers of students who have been absent for 2 days per week.
- Collect and collate statements relating to incidents, following up directly when appropriate and ensuring that sanctions are enforced. Ensure that all paperwork pertaining to incidents are accurately completed and recorded.
- Ensure restorative conversations take place where appropriate.
- Issue, collect and follow up individual report cards for identified students and to monitor students on amber report cards.

- Lead on pastoral support plans and complete referrals for students as they are required. These might be internal referrals or referrals for external agencies.
- To analyse data related to the year group and discuss this with the Line Manager.
- To be a first aider and, if appropriate, a mental health first aider
- To ensure all letters related to the behaviour and attitudes of students in your year team are accurately completed and sent. This includes all legal written communication regarding suspensions.
- Be aware of and comply with policies and procedures in relation to child protection and all aspects of safeguarding children
- Become a Deputy Designated Safeguarding Lead where appropriate.
- Attend case conferences as directed by the Designated Safeguarding Lead where appropriate.
- Supporting students who are absent for longer than usual periods of time due to e.g. illness, bereavement etc.
- Ensure that work is sent home if appropriate.
- Continuing the support on the pupil's return to school.
- To complete referrals for pupil to outside agencies for support as requested.
- To monitor new in-year students especially in terms of induction. Meeting with students that are in-year admissions to their Year Group and ensuring their smooth transition.
- To escort students to and from lessons when appropriate e.g. from a classroom to parking
- To liaise with the CRC, and SENDCO as appropriate.
- To carry out background information regarding incidents, record these on the appropriate forms and make appropriate decisions with respect to referral of these incidents.
- Be responsible for internal pupil records e.g. behaviour log, class charts, my concern and SIMS where appropriate as well as paper pupil files etc.
- To attend relevant courses where appropriate.
- To support students with problems including support in the classroom where possible.
- To be aware of "vulnerable" students and to monitor their well-being and academic progress.
- Liaise with Student Welfare Officer and Deputy Headteacher to support the attendance of vulnerable students.
- To support the smooth running of detentions

### **Communication & Liaison**

Be the first point of contact for parents/carers (in addition to tutors), being responsible for and dealing with issues when appropriate and referring to other staff for action.

Ensure contact is made to parents/carers whenever incidents are dealt with – e.g. bullying, internal exclusions etc.

Produce appropriate records of incidents dealt with – e.g. bullying, racial, sexist, homophobic files.

Arrange for work to be set and collated for exclusion and other student absence.

Seek reports on pupil progress from staff.

To contact students with messages relating to lessons, messages from home, collecting information from form tutors etc.

To speak to parents/visitors relating to student support

Arranging for appropriate times for meetings with staff between parents, students and external agencies as needed

To liaise with the school's Attendance Officer to identify specific areas of concern or where progression is needed with regard to absence/lates.

### **Professional Standards and Development:**

- To respect the confidential nature of information in relation to the school and students.
- Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- To ensure all tasks are carried out with due regard to Health and Safety
- To adhere to the ethos of the school:
  - to promote the agreed vision and aims of the school
  - To set an example of personal integrity and professionalism
  - Attendance at appropriate staff meetings and parents' evenings.
- To participate in INSET on pastoral developments and help incorporate such developments into Pastoral Systems and Management.
- Be a role model to students through personal presentation and professional conduct
- Cover for absent colleagues as is reasonable, fair and equitable
- Be familiar with the School and Department handbooks and support all the School's policies, e.g. those on Health and Safety and Attendance
- Establish effective working relationships with professional colleagues and associate staff.
- To assist with the organisation of house competitions, celebration assemblies and rewards trips/events with the Progress Leader.

## Person Specification

<b>Training Qualifications and Experience</b>	
<b>Essential</b>	<b>Desirable</b>
<p>GCSE or equivalent in English and Maths</p> <p>Experience of supporting with student progress and monitoring the impact of interventions</p> <p>Experience of raising standards of students</p> <p>Evidence of a sound knowledge of effective pastoral strategies</p>	<p>Evidence of continual professional development</p> <p>Experience of successfully developing aspects of pastoral matters</p> <p>Knowledge of school tracking and data systems</p>
<b>Professional Knowledge and Understanding</b>	
<b>Essential</b>	<b>Desirable</b>
<p>Evidence of a sound knowledge of effective pastoral strategies.</p> <p>Direct work with children or young people or families</p> <p>Experience of working as part of a team and independently as required</p>	<p>Experience of using Information Technology to keep and maintain accurate records</p> <p>Experience of improvement planning for student progress and monitoring the impact of interventions</p> <p>Some experience of the ability to motivate and support a staff team</p>
<b>Abilities and Skills</b>	
<b>Essential</b>	<b>Desirable</b>
<p>Ability to liaise confidently with all stakeholders</p> <p>Understanding of extrinsic and intrinsic motivators and how they can be used to engage children, young people and families</p> <p>Understanding barriers of learning and a commitment to enabling young people to access education</p> <p>Ability to use data effectively to monitor reports on progress</p> <p>Ability to work within and apply all school policies eg behaviour management, safeguarding, health and safety, equal opportunities</p>	<p>Willingness to work flexibly if required</p> <p>Clear communicator</p> <p>Evidence of using own initiative to identify and plan appropriate interventions</p> <p>Ability to implement early help strategies to prevent the need for escalation</p> <p>Ability to monitor the students' response to intervention and where appropriate, modify or adapt the activities to achieve the intended outcomes</p>
<b>Personal Qualities</b>	
<b>Essential</b>	<b>Desirable</b>
<p>A commitment to improving student outcomes</p> <p>Willingness to participate in further training and developmental opportunities offered by the school and external providers, to further own knowledge</p> <p>Self- motivated and seizes the initiative</p> <p>Clear vision and moral purpose</p>	<p>Desire for further career progression</p> <p>Business Insurance on Car for conducting home visits</p>

<p>A commitment to own professional development and that of the whole staff</p> <p>A positive and resilient individual with drive, integrity, and a cheerful disposition</p> <p>Ambitious and diligent professional who can motivate and inspire others</p> <p>Approachable, able to listen and reflect on the needs of the stakeholders</p> <p>Ability to actively 'live out' our school CARE values and ethos</p> <p>Commitment to safeguarding and promoting the welfare of children and young people</p> <p>The post holder will require an enhanced DBS</p>	
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