



Shaw  
Education  
Trust



# Careers

at Shaw Education Trust





<b>Job Title:</b>	<b>Pastoral Leader</b>
<b>Grade:</b>	<b>7</b>
<b>SCP:</b>	<b>SCP 24 – SCP 28</b>
<b>Conditions of Service:</b>	<b>Support Staff Contract</b>
<b>Responsible to:</b>	<b>Headteacher</b>

## Job Purpose

To work under the direction and instruction of senior staff to provide specific pastoral support to the school.

## Key Responsibilities

### Responsibilities

- Liaise with form mentors/tutors in the care, support and development of learners in your assigned year
- Support Year Progress Leaders in the care, support and development of learners in your assigned years
- Ensure that the School's Positive Behaviour for Learning (PBfL) policy of rewards and sanctions is actively promoted, including your role within that policy.
- Ensure the detention system works in line with the School's PBfL policy including the supervision of relevant detentions.
- Have full regard for and comply with all policies and procedures relating to safeguarding, health and safety, confidentiality and data protection, reporting all concerns to the appropriate person.
- Ensure teachers are monitoring learners' personal, social, moral, spiritual and cultural development. This includes planner, equipment, uniform and appearance checks in form time.
- Liaise and communicate with subject staff any individual learner issues.
- Ensure the maintenance of accurate and up to date information concerning learners on the school's information system i.e. Arbor
- Work in partnership with Year Progress Leaders to co-ordinate any programme of extracurricular and voluntary activities for the year group such as trips, charity work etc. in line with school policies
- Assist with attendance and punctuality by inspecting attendance records and checking reasons for absence, truancy and lateness, and to liaise with other agencies, Year Progress Leaders and SLT link as appropriate.
- Support as appropriate Year Progress Leaders with form mentor/tutor meetings and communicate concerns/achievements regarding individuals to Year Progress Leaders and form mentors/tutors.
- Arrange meetings with parent/carers in order to acquaint them with the school policies, or to discuss the welfare and general problems arising with any particular learner.
- Communicate with parent/carers and other outside agencies when necessary.
- Provide support and advice for Year Progress leaders and form mentors/tutor when necessary.
- Work in partnership with Year Progress leaders to communicate concerns/achievements regarding individuals to form mentors/tutor.
- Encourage and support identified learners to fully engage in extra-curricular activities, to build their confidence, self-esteem and resilience, and inspire them to believe they can achieve anything they set their mind to, including academic excellence.
- Work with the Curriculum Support Department (SEN) in order to identify and to support

learners.

- Be part of a team who may be required to cover lessons and supervise the internal exclusion unit if necessary.
- Support learners in any examination process they participate in, e.g. invigilation if required
- Make a positive contribution to enrichment activities.
- Fully support and at all times uphold the policies and positive ethos of the school.
- Participate in personal continued professional development.
- Accompany teaching staff and learners on visits, trips and out of school activities as required.
- Undertake such duties as their respective Line Manager or the Principal may determine as reasonably falling.

**Support to School** (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Contribute to the achievement of the school's objectives.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

**Safeguarding**

- Take responsibility for promoting the safety and welfare of all pupils.
- Report all concerns to an appropriate person.
- Co-operate and work with relevant agencies to protect children.
- Ensure all statutory requirements are adhered to, including prevention.

***This job description is not prescriptive, nor necessarily a comprehensive definition of the position.***

***Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.***

## Qualifications and Experience

### Qualifications/Training

- Level 3 qualification i.e. A Level or NVQ 3 in appropriate subject area/ or significant suitable experience.
- 5 GCSEs or equivalent (Grade C or above including English & Maths)
- First aid qualification or willingness to attend first aid training.

### Experience / Knowledge / Skills

- Very good numeracy/literacy skills.
- Experience of working in a school or with young people in similar environment.
- Working with parent/carers to support learners' welfare and achievement.
- Ability to attend planned evening meetings to support the school and learners and their families.
- Working with challenging learners in a professional and supportive manner.
- Effective collaboration with external agencies in relation to pupils and their learning or attendance at school.

## Codification of expected norms and behaviours

Leadership, of self and others		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> <li>• Build relationships between yourself and the team, and between team members.</li> <li>• Unify not divide the team, promote a culture of respect.</li> <li>• Manage conflict well and pro-actively.</li> <li>• Embrace and welcome accountability of self, and for team.</li> <li>• Care for the well-being of your team/colleagues.</li> <li>• Support the retention of good staff by creating a positive culture around workforce development and team communities.</li> <li>• Ensure good communication amongst your team and the wider organisation as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure effective workforce development and training for self and all, including coaching and mentoring.</li> <li>• Spot and nurture talent – in yourself and in others.</li> <li>• Positively engage in development opportunities and aptitude development.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure clear roles and accountabilities for the team are well understood.</li> <li>• Develop and promote mutual accountability between colleagues in the team.</li> <li>• Deploy staff and resources effectively across the team.</li> <li>• Manage the workload of self and team.</li> <li>• Know your team(s)/colleagues well.</li> </ul>
Model our values and behaviours		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> <li>• Build trust within your teams and across the Trust.</li> <li>• Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust.</li> <li>• Value compassion</li> <li>• Encourage a can-do approach personally and across your team.</li> <li>• Positively challenge poor behaviour and call it out.</li> </ul>	<ul style="list-style-type: none"> <li>• Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these.</li> </ul>	<ul style="list-style-type: none"> <li>• Display professional credibility to team, peers, and trustees.</li> </ul>

<ul style="list-style-type: none"> <li>• Be highly and consistently visible across the organisation and within your team.</li> <li>• Demonstrate a consistent approach and calmness.</li> </ul>		
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**Motivate and inspire**

<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Celebrate and acknowledge success of self and others.</li> <li>• Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition.</li> <li>• Demonstrate drive and ambition for self, team and Trust.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation.</li> <li>• Understand and share your ‘why’ – and revisit it regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate a precise and clear vision.</li> <li>• Set the journey ahead which is understood by all.</li> <li>• Evidence sharp goal setting and achievement.</li> <li>• Ensure errors, oversights and mistakes are rare.</li> </ul>

**Reflection**

<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Demonstrate transparency and integrity within team and across the Trust.</li> <li>• Accept responsibility and be vulnerable, avoid a blame culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Take time to know yourself and engage in self-reflection and learning.</li> <li>• Ask thoughtful questions and seek the truth.</li> <li>• Give and accept feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.</li> </ul>

**Secure accountability by giving tools to succeed by...**

<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Giving generously with your time.</li> <li>• Ensuring 1:1 meetings are useful and effective in driving improvement.</li> <li>• Providing support and removing barriers to success.</li> <li>• Be true to your word, if you say you will do something, do it.</li> </ul>	<ul style="list-style-type: none"> <li>• Have high expectations of yourself and others, seek out best practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring absolute clarity in terms of expectation and ‘the ask’.</li> <li>• Allocating resources effectively to support KPI delivery.</li> <li>• Be willing and able to have challenging conversations.</li> </ul>

**In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:**

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

**SS 20.10.2021**

***Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.***