



Star

STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

PASTORAL LEADER - SECONDARY

JOB DESCRIPTION

JOB PURPOSE:

To promote a culture of educational excellence, rooted in God's Word, enriched by the values of discipline, mutual care and respect which extends beyond the school into the wider community.

JOB SUMMARY:

1. Ensure and deliver effective pastoral support so that individual students and groups of students are supported to actively participate in learning and reach their full potential.
2. Support the raising of standards in the school by leading and delivering pastoral support to a year group of students.
3. Provide support to individual students and their families.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES:

1. Supporting Teaching and Learning

- 1.1 Ensure support strategies have a clear focus on learning, progress and the development of skills and competencies.
- 1.2 Contribute to individual student records ensuring they have up-to-date details of the curriculum support, input and alternative intervention / support that has been provided.
- 1.3 Support the school's drive for excellent academic results by ensuring students needing intervention receive support, encouragement and guidance as appropriate and necessary to raise individual student achievement and aspirations.
- 1.4 Contribute to coaching, mentoring and sharing of good practice, within the year groups, throughout the school and with partner schools.

2. Developing Self and Others

- 2.1 Build capacity and nurture leadership capabilities within students.

3. Securing Accountability

- 3.1 Be accountable for the pastoral and academic performance of students within the year groups.
- 3.2 Provide data and contribute to target setting within the year groups in line with whole school and individual student targets.
- 3.3 Analyse student-tracking data, identify underperformance, and contribute to planning appropriate interventions and monitor their impact.

4. Strengthening the Community

- 4.1 Contribute to stakeholder engagement and communication with parents, carers and families within the year groups.
- 4.2 Work effectively in partnership with external agencies including the school's nursing services and other health services – organise drop-ins, vaccinations, presentations to year groups and whole school as needed.
- 4.3 Support activities relating to Healthy School status – lead on and co-ordinate (as needed) activities related to healthy eating including (if appropriate) after school clubs.
- 4.4 Secure learning opportunities within the year groups to promote community cohesion.
- 4.5 Lead assemblies.
- 4.6 Arrange and promote activities within the year groups e.g. identify links to year charities and co-ordinate fund-raising activities.
- 4.7 Contribute to strategies for developing student leadership and student voice within the year groups and the school.
- 4.8 Be a professional advocate for the school in all contexts.

5. Year Groups

- 5.1 Lead and co-ordinate the work of a year groups including keeping the form tutors, SLT link and the Principal informed of important information on individual students or year group issues/developments.
- 5.2 Contribute to developing the year group's identity, creating relationships within, across and outside the school.
- 5.3 Plan, run and keep minutes of half termly year group meetings – agenda items to include discussion of each high-risk student and agreeing further action (if needed); sharing performance information relating to attendance, punctuality, behaviour; feedback of issues emerging from morning registration; and information about key pastoral events affecting that year groups.
- 5.4 Monitor and quality assure the morning registration programme/Tutorial Programme for each class in year group of responsibility at least half termly and provide appropriate feedback to individual form tutors and to the team – ensure the programme is delivered to a high standard and form tutors run their tutor group sessions effectively.
- 5.5 Support the professional development of form tutors and others relating to your groups and the delivery of the morning registration/Tutorial Programme including, where needed, working alongside form tutors to model effective delivery.
- 5.6 Meet at least once every half term with each form tutor to review the form's performance and the morning registration programme.
- 5.7 Provide detailed termly reports on the morning registration/Tutorial programme to the SLT Link.

6. Attendance and Punctuality

- 6.1 Monitor attendance and punctuality.
- 6.2 Produce weekly and half termly class and year group's attendance and punctuality reports.
- 6.3 Work with year group to display class and year group's performance in each class and on year group's display boards.

- 6.4 Monitor punctuality (morning and lessons) daily.
- 6.5 Liaise and meet with the Attendance Team to discuss year group attendance and agree actions.
- 6.6 Meet with any parents where attendance is below agreed target at the end of subsequent half-terms.
- 6.7 For any students where overall attendance falls significantly below target, liaise with the parents to agree an action plan detailing attendance target, monitoring arrangements and actions to be taken if targets are not met, including the use of formal sanctions such as a fixed penalty notice.
- 6.8 Maintain an up-to-date risk register of high risk students in designated year groups i.e. those students whose attendance or punctuality is of concern and those who are at-risk of under-achieving academically where actions taken so far have been ineffective – discuss these weekly with SLT link and agree action plan for each. Ensure all information relating to above is recorded electronically in Bromcom or other agreed whole school system.
- 6.9 Support the timely movement of learners from lesson to lesson through presence on the corridors between each lesson.

7. Student Behaviour

- 7.1 Supervise weekly detentions.
- 7.2 Monitor the behaviour of students in designated GROUPS and keep detailed electronic records of student behaviour including detentions, those on form tutor, Year Leader or Senior Leadership Team report using Bromcom or other agreed whole school system.
- 7.3 Ensure form tutors and SLT link receive regular detailed information and reports (according to their level of need and involvement) on all students in form class and year groups.
- 7.4 Work with SLT to identify all students in year groups who may need pastoral input because their behaviour in lessons, around the school or outside of the school is causing concern (potential high need students).
- 7.5 Produce detailed action plans for each high-risk behaviour student (those already on report) and those at risk of being high risk (potential) in their year group.
- 7.6 Meet daily with all students on Year Leader or SLT reports – make sure they have the report each morning and that it is signed by appropriate staff member at the end of each day.
- 7.7 Ensure effective communication with the parents – make regular contact with parents to discuss student behaviour for all students on report – meet with parents at the end of each report and agree plan for monitoring behaviour going forward.
- 7.8 Undertake regular checks with form tutors on uniform, equipment and school bag contents to ensure that students adhere to school policies.

8. Student Guidance and Support

- 8.1 Maintain and review a single risk register of students who are designated as being concerns relating to attendance, punctuality, behaviour and/or achievement.
- 8.2 Meet with each form group once each term to discuss progress, identify any concerns and address queries to ensure personalised support for their welfare and academic development.
- 8.3 Contribute to comprehensive assessments of students to determine those in need of particular help.

- 8.4 Ensure students who are absent due to a prolonged illness, injury or incapacity are provided with adequate resources for learning at home.
- 8.5 Keep in contact with parents of students in the year groups, and in particular with those needing more careful monitoring relating to attendance and punctuality, behaviour, bullying or medical needs - ensuring positive family support and involvement.
- 8.6 Support the admissions arrangements into year groups following the admissions procedures.
- 8.7 Take steps to prevent bullying and support victims of bullying – keep records using Bromcom of all bullying incidents and actions taken.
- 8.8 Where children have medical needs – ensure this is recorded on Bromcom and ensure appropriate information is shared with Year groups and subject teachers as needed.
- 8.9 Work with colleagues, including the school’s mental health leaders, to support students’ emotional wellbeing and resilience.
- 8.10 Meet regularly with student council – feedback from students about quality of pastoral programmes, any issues particularly relevant to that year groups.
- 8.11 Work with year groups to ensure effective use of rewards and sanctions – keep detailed records using Bromcom or other agreed whole school system.
- 8.12 Organise, co-ordinate and run termly celebration of achievement assemblies – including the administration and collection of information from subject teachers, the buying and distribution of certificates and prizes; and organising assembly input including (if required) external speakers.
- 8.13 Provide first aid support to students as required, in line with school procedures.

9. Responsibilities

- 9.1 Liaise with external agencies as and when required.
- 9.2 Comply with policies relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to a nominated person.
- 9.3 Refer safeguarding concerns promptly to the Designated Safeguarding Lead (DSL) in line with school policy.
- 9.4 Take responsibility for promoting and safeguarding the welfare of the children and young people in school.
- 9.5 Help organise, and attend, parents' evenings for designated year groups and support the running of open evenings, induction days and events for students and parents.
- 9.6 Organise year presentations during assembly time.
- 9.7 Support the delivery of enrichment activities and trips including accompanying and supervising of students as needed.
- 9.8 Ensure all pastoral support is inclusive and sensitive to the needs of all learners, promoting equality and diversity.
- 9.9 Ensure effective communication of all pastoral information and events including ensuring all events, visitors or trips (and all classes, teachers affected) are included in briefing notes.
- 9.10 Contribute to the wider life of the school and its community through out of hours and partnership work.
- 9.11 Maintain appropriate professional boundaries at all times when working with students and families.
- 9.12 Carry out any such duties as may be reasonably required by the Principal.

10. Other Responsibilities

- 10.1 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders.
- 10.2 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 10.3 Contribute to the wider life of the Trust and the Star community.
- 10.4 Carry out any such duties as may be reasonably required by the Trust.

11. Records Management

- 11.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.



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PERSON SPECIFICATION

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
QUALIFICATIONS				
1.	5 GCSEs including English and Maths at grade 9-4/A*- C.	E	✓	✓
2.	A degree qualification or equivalent.	D	✓	
3.	First Aid Training or willingness to undertake training.	D	✓	
EXPERIENCE				
4.	Previous experience of working with learners of all ages or dealing with members of the public in a busy setting.	E	✓	✓
5.	Experience of supporting pupils and parents.	E	✓	✓
6.	Working with pupils to engender high expectations.	E	✓	✓
7.	Promoting positive behaviour in pupils.	E	✓	✓
8.	Maintaining records and data.	E	✓	✓
9.	Experience of providing feedback to pupils and teaching staff.	E	✓	✓
10.	Experience of child protection procedures and commitment to safeguarding pupils.	E	✓	
11.	Assisting staff with educational visits.	E	✓	✓
12.	Pastoral strategies for supporting students (e.g. active listening, mentoring, restorative approaches).	D	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
13.	Effective use of ICT.	E	✓	✓
14.	Excellent communication skills both verbally and in writing.	E	✓	
15.	Excellent time management skills.	E	✓	
16.	Ability to self-evaluate learning needs and actively seek learning opportunities.	E	✓	

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview /Task
17.	Ability to work constructively and flexibly as part of a team.	E	✓	✓
18.	Ability to establish and develop positive relationships throughout the school.	E	✓	
19.	Ability to take ownership of problems and find solutions accordingly.	E	✓	✓
PERSONAL QUALITIES				
20.	The ability and motivation to constantly improve own practice and knowledge through self-evaluation and learning from others.	E	✓	
21.	The experience and ability to deal positively with staff and pupils.	E	✓	✓
22.	The ability to be flexible and positive, dedicated and trustworthy.	E	✓	
23.	Be committed to the school.	E	✓	✓
24.	Reliable and responsible.	E	✓	✓
25.	Enjoys dealing with people from various backgrounds.	E	✓	✓
26.	Commitment to delivering after-school and pre-exam sessions as required as well as enrichment opportunities for learners.	E	✓	✓
27.	Highly organised, literate and articulate.	E	✓	✓
28.	A passionate belief in the school's mission statement.	E	✓	✓
29.	A strong belief in the value of education in developing citizens.	E	✓	✓
30.	Highest levels of professional and personal integrity.	E	✓	✓
31.	A strong commitment to inclusion and overcoming barriers to learning and achievement.	E	✓	✓
32.	Personal resilience, persistence and perseverance.	E	✓	✓
33.	Commitment to the pursuit of continuous professional development by oneself and others.	E	✓	✓
34.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview /Task
35.	A strong commitment to the Trust value of 'Service'.	E	✓	✓
36.	A strong commitment to the Trust value of 'Teamwork'.	E	✓	✓
37.	A strong commitment to the Trust value of 'Ambition'.	E	✓	✓
38.	A strong commitment to the Trust value of 'Respect'.	E	✓	✓
39.	Commitment to support Star Academies' agenda for safeguarding and equality and diversity.	E	✓	✓
40.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	E	✓	✓

