

Person Specification

Teachers and Support Staff

Role:	Pastoral Manager	
	Essential Requirements	How Identified
Qualifications	GCSE English and Maths (A-C) or equivalent e.g. Adult Literacy/Numeracy at level 2. NVQ3 (or equivalent) in a relevant discipline	Application
Experience	Working with children of relevant age, assisting in their development. Working as part of a team. Working with students with additional needs and whose learning may have been impeded due to a range of circumstances. Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level	Application References Interview
Training	Commitment to own personal and professional development, being prepared to undertake training relevant to the post Awareness of Multi-Academy Trusts and Teaching Schools	Application Interview
Knowledge, Skills and Ability	Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation. Good communication skills including telephone skills. Understanding of principles of child development and learning processes including barriers to learning. Working knowledge/use of databases and other software packages e.g. Microsoft Office (Word/Excel/Outlook etc) Understanding a range of support services/providers. Appropriate health and safety training. Be willing, courteous and able to work both using your own initiative and in a team. Behaviour management.	Application Interview
Personal Circumstances	Must be legally entitled to work in the UK (Asylum & Immigration Act 1996) Must have the ability to be flexible and work to the requirements of a busy school Interest in the school's wider role in the community	Application Interview
Disposition and Attitude	A passion for education and a deep-felt desire to make a difference for young people. To like young people and be liked by them To possess educational vision underpinned by values To operate in line with the seven principles of public life of selflessness, integrity, objectivity, accountability, openness, honesty and leadership Humility: a recognition that the more you know, the less you know! Not being afraid to say 'I don't know' Be emotionally intelligent: know when to direct, when to challenge and when not to; be able to inspire, present a positive perspective at all times; be able to listen and show awareness of other's sensitivities; to have personal pride and lead by example Be happy to get your hands dirty. Don't ask people to do things you wouldn't do yourself Understand the importance of work/ life balance	Application Interview References

	Enthusiastic, flexible, team player. Enjoy hard work and take constructive criticism. Desire for significant professional development.	
Physical	Critical thinker, Open Minded, Outward looking, Evaluative, Imaginative, Visionary, Risk taker, Good oral and written communicator. Look smart and professional Self motivated and excellent organisation skills Ability to work in a team and share workloads Ability to work on own initiative to deadlines Ability to solve problems, make good judgements and highlight problems Ability to work under pressure is able to demonstrate confidentiality, integrity and discretion Numeracy skills	References Interview
Equality	A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.	Application Interview

Job Description Support Staff

Role:	Pastoral Manager
School:	Beckfoot School
Salary/Grade:	Band 6 SCP 6-11
Reporting to:	Headteacher/Senior Leadership

Core Purpose of the Post:

The role of the PM is to work closely with the HoY to oversee a year group of students and be responsible for their welfare, attendance, attitude to learning and enjoyment of school. Much of the work is self-generating, and the post holder will be expected to operate within established procedures and guidelines and to prioritise day-to-day work, referring only exceptional or complex queries to senior members of staff. The PM will be line managed by an Assistant Headteacher.

Main Duties and responsibilities:

MAIN DUTIES AND RESPONSIBILITIES

- Work alongside the Head of Year on all matters relating to the PLS and pastoral care of students, with a particular focus on vulnerable learners
- Promote excellent attendance and punctuality of all students through close work with students, parents, the attendance team and outside agencies.
- Work alongside the safeguarding team to ensure students are safe in and beyond school
- Apply the PLS consistently and fairly across the year group
- Monitor behaviour and apply a range of intervention strategies where necessary to support both students and teachers
- Be highly visible on corridors both at student social times and during lessons
- Effective communication with parents /carers /outside agencies to offer support and personalised intervention strategies for students

SPECIFIC FOCUS, TASKS AND IMPACT MEASURES:

- Liaise with staff in relation to any relevant pastoral issues, and work with them to affect positive outcomes for staff and students
- Inform relevant colleagues about social or behavioural issues or changes affecting students where appropriate
- Make first response and welfare calls for attendance and attend panel meetings with parents
- Discuss behavioural incidents with students, parents and colleagues and relevant external agencies
- Monitor students on report and keep accurate records using SIMS and other methods
- Monitor rewards and sanctions across school, celebrating success with individuals and through assemblies
- Work to establish positive relationships with all students and staff
- Contributing to the supervision of the isolation unit when required

IMPACT MEASURES:

The Pastoral Managers are accountable for supporting strategies to maximise student progress by:

- Ensuring levels of attendance are at or above 97%, PA of 8% with reduced gaps.

- Ensuring pupils' conduct and attitude to learning is outstanding so that the climate for learning remains strong
- Raising the quality of learning and student aspiration to improved student outcomes within year group areas

Supervision and range of decision making:

Responsible to the Headteacher/Senior Leadership from whom they will receive formal supervision and who will allocate work when necessary. However, much of the work is self-generating, and the post holder will be expected to work within established procedures and guidelines and to prioritise day-to-day work, referring only exceptional or complex queries to senior members of staff. In the absence of the Senior Leadership Team you would be expected to liaise with the Headteacher to ensure continuation of essential services.

Communications and working with others:

- Promote the Trusts values, core purpose, and key principles
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- To work closely with staff in school and families to improve levels of attendance
- To provide updates for staff on student attendance
- Will have contact with members of the public/other professionals e.g. teaching staff, directors, parents/carers, community groups, local education authority, external providers etc.
- To liaise with other professionals, such as learning mentors, careers advisers, educational psychologists, education welfare officers etc.
- Build effective relationships with parents and carers
- Support pupils and their parents and carers to make the most of the educational and other relevant opportunities available to them
- Liaise effectively with and signpost to other colleagues and other agencies when necessary, for example, SENCo, Safeguarding Officer, social care, CAMHS etc

Resources:

- Responsible for the safe keeping of office equipment and secure storage of supplies.
- Operate office equipment e.g. photocopier, computer.
- Maintaining stock and supplies and prepare information to help in the processing of orders, checking delivery notes, cataloging and distributing as required.

Professional development:

- To participate in and organise extracurricular activities, such as outings, social activities and sporting events; including a willingness to participate in occasional overnight visits;
- Commitment to own personal and professional development, being prepared to undertake training relevant to the post
- Engage and commit to the appraisal process as a key part of their professional development.
- Opportunity for Trust collaboration and Continued Professional development

Other Considerations:

<ul style="list-style-type: none"> • To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher. • To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carer files. • Accept and commit to the principles underlying the Schools Equal Rights policies and practices. • Be able to perform all duties and tasks with reasonable adjustments, where appropriate, in accordance with the Equality Act. • Must be legally entitled to work in the UK. 	
Safeguarding: No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).	
<p>Advanced Threshold Level: In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role, the post holder is required to meet the Advanced Threshold Level. Express themselves fluently and spontaneously at length effortlessly.</p> <p>Explain difficult concepts simply without hindering the natural smooth flow of language.</p> <p><i>Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.</i></p>	
<p>Notes: This is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade and is not a comprehensive list of all the duties and responsibilities of the post. Successful postholders should not refuse to undertake work, which is not specified on this form and the job description may be amended at any time in consultation with the postholder.</p> <p>Beckfoot Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment.</p> <p>The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition</p>	
Date:	24.04.20