



Pastoral Manager
Grade: BTCT Support Staff Pay Scale Band 06

The success of the Bridgwater and Taunton College Trust will be underpinned by two fundamental beliefs:

Students come first: First and foremost, the purpose of the Trust is to enable students to achieve their potential, and it is this principle that drives how we make decisions and how we act. It is expected that anyone who joins or forms part of the Trust shares this philosophy.

We are team players: Whilst every colleague has a specific role to fulfil, we expect all staff to communicate with compassion, treat others with positive regard, collaborate and behave with professionalism. In our colleagues we seek energy, passion, initiative and cooperation, as well as acting in a way that promotes a positive image of the Trust in the wider community.

Our values

We are ambitious, collaborative and inclusive.

We believe that every role contributes to our students achieving. We are a values driven organisation and strongly feel a shared sense of purpose. We behave in a way that puts our students at the forefront of our actions and decision making, we champion equality of opportunity and respect our colleagues, our students and our community. We believe passionately that all individuals are entitled to learn and should be encouraged to do so.

Core Purpose

To maintain the functional strategies for the students in pastoral care and support at Brymore Academy, based within the Pastoral Office.

Main Responsibilities

- Establish referral procedures and criteria for pastoral support. Specify clearly cases that require highest and/or immediate priority.
- To have lead responsibility for identifying pupils needing pastoral support and for providing comprehensive assessments of their personal, social and emotional needs.
- To manage and be responsible for a caseload of individual pupils including those with complex and challenging needs. Innovate and deliver effective, alternative programmes to raise motivation, aspirations and develop positive behaviours. Review support and progress with the pupils.
- Provide support to Heads of Year, including the investigation of incidents.
- Act as key focal point for pupils needing additional care, guidance and support and those going through complex key transition stages in their lives e.g. family break-up, loss, bereavement, friendships and illness.
- Develop and implement individual plans that challenge inappropriate behaviour, build positive self-image, enhance educational achievement and reduce the likelihood of exclusion and early anti-social behaviour.
- Be responsible for clear communication with teachers, support staff, families and professionals.
- To monitor behavioural, emotional and social issues within all year groups and make positive interventions when necessary.
- To create and implement behaviour plans and monitor their success.
- To support students who are experiencing social and emotional difficulties.
- To be accountable for implementation of a positive ethos across the school and promote a positive behaviour code for students.
- To work to raise the self-esteem of all students in all year groups, where appropriate organising social intervention groups to raise the self-esteem of the most vulnerable students at the school.
- To act as a key worker for students as and when appropriate.
- To provide clear guiding principles and strategies for school staff in order to manage students' behaviour and to minimise opportunities for poor behaviour during social time.
- To review, create and implement (with Governors' approval) improved school and pastoral policies.
- To drive forward innovation within the pastoral team.
- To identify and adopt best practice across the school in all areas of pastoral care.
- To support parental communication and correspondence regarding pastoral matters as required.
- To attend school events and functions as required, including transition events, open evenings, parent engagement activities and key school celebrations.

Other Duties

- Attend mandatory training courses, e.g., Child Protection, Equal Opportunities and Health and Safety related courses
- Promote and celebrate an approach of equality, diversity and inclusion for all colleagues, students and external stakeholders.



- Responsible for the health and safety of themselves and others
- Responsible for the safeguarding of and promotion of wellbeing for both children and colleagues
- Be a team player and contribute towards the vision, culture and ethos of the Trust
- From time to time, you may be required to carry out other duties commensurate with the role.

Person Specification

Area to be assessed	Essential criteria	Desirable criteria
Safeguarding	Must be able to demonstrate a commitment to the safeguarding and well-being of children and young people.	
Qualifications/Experience	Must have at least 5 GCSEs at Grade C/Grade 4 (or equivalent) or above, to include English and maths. Has a thorough understanding of child protection legislation and trained in child protection issues Good working knowledge and understanding of IT and ability to use word-processing, spreadsheet, database software.	Behaviour management leadership training Has attended a range of relevant specialist training courses to develop own knowledge of issues affecting young people and best practice in the management of these issues. Holds First Aid at work qualification or willingness to undergo first aid training. Holds qualification to drive a minibus or willingness to undergo minibus training. (Desirable) Experience of using Arbor software
Knowledge/Skills	Experience of leadership working with young people in a pastoral role Ability to hold others to account and challenge under-performance	Experience of leading the implementation of a new initiative, from producing action plans to evaluation of impact. Experience of working in a multi-agency setting



	An understanding of the specialist support services available to young people in Somerset Ability to communicate with young people, both individually and in a group setting. Ability to motivate and engage young people to address the difficulties they are experiencing at home/school that affect their ability/willingness to learn / interact with others. Able to gather information and produce reports Good planning and organisational skills and a flexible approach to the management of work. Excellent communication skills both written and oral and the ability to communicate effectively with staff and students. Ability to work as part of a team and on own initiative and with resilience. Self-motivating with the ability to multi-task Willing and able to deal with disruptive or disenfranchised pupils Good interpersonal skills, and the ability to enthuse and motivate others.	Proven specialist experience of promoting social integration for SEN children Experience of trouble-shooting school-wide pastoral issues in a high profile setting Experience of working within a boarding school setting Ability to assess the needs of young people and their families and to work with other agencies to formulate and deliver packages of support. Able to build constructive relationships with parents and carers Counselling skills
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