City of Norwich School
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# Pastoral Manager

## Grade 6, NJC point range 20 - 25
32.5 hours per week, term time plus two weeks

## JOB DESCRIPTION and PERSON SPECIFICATION

**RESPONSIBLE TO:** Key Stage 5 Co-Ordinator (Head of Year) and Director of 6th Form

**VISION AND PURPOSE:**

- To provide a learner-centred and personalised learning environment that is responsive to individual needs and circumstances
- To lead and manage student behaviour, attendance and welfare across the 6th Form
- To support all students in ensuring they receive high quality pastoral care throughout their time at CNS in order to overcome personal barriers and raise aspirations

**RESPONSIBILITIES:**

**Generic Responsibilities**

- Manage the attendance, welfare and inclusion of students in the 6th Form
- Promote an ethos of order and purpose that supports high quality learning throughout the school
- Create an environment in which mutual respect, tolerance and diversity are understood, valued and promoted
- Ensure that all students feel safe and happy and signpost students to appropriate support

**Post-Specific Responsibilities**

**1. Strategic Direction of the 6th Form**

- Under the direction of the Director of 6th Form, implement the school's strategy on inclusion
- Support staff in enforcing the school's Behaviour Policy both during and outside lessons
- Develop a basic knowledge of the school curriculum
- Monitor and evaluate the effectiveness of the school's Behaviour Policy
- Support the provision of high quality guidance during tutor time and guidance days
- Work with other relevant staff to develop a personalised curriculum and package of support to meet the needs of all learners

**2. Main Responsibilities**

- Take the lead on safeguarding within 6th Form and be trained as a Designated Safeguarding Lead.
- Liaise with parents in relation to specific welfare or attendance issues, behavioural concerns and internal and external exclusions
- Deliver in form time and assemblies (especially in relation to the SRE and PSHE curriculum)
- Organise and follow up on internal exclusions from lessons, identifying strategies to reduce the likelihood of recurrences
- Liaise with staff to ensure students receive appropriate work
- Plan and manage the effective re-integration for students returning from exclusion or prolonged absence, including the development and reviewing of Pastoral Support Plans
- Plan and implement group work on behaviour topics with targeted students
- Liaise with named outside agencies who work with students on pastoral issues in collaboration with the 6th Form Team and other appropriate staff
- Work with the pastoral team in providing intense and targeted support for selected students
- Keep a detailed record of behaviour incidents, and follow up actions and their effectiveness
- Attend appropriate meetings in relation to student matters
- Evaluate outcomes of pastoral work with targeted students in liaison with other CNS staff (e.g. 6th Form Team, Strategic Attendance Lead and Assistant Headteacher)
- Plan and implement the school's Isolation and Detention Policy, including the supervision of students during lunchtimes and after school

**3. Leading, Developing and Enhancing the Practice of Others**

- Attend appropriate training and cascade expertise to other members of the team as appropriate

**4. Management of Students**

- Oversee all aspects of routine pastoral monitoring including punctuality, uniform and the use of systems to record behaviour incidents
- Promote high standards of behaviour and courtesy, and deal with issues of misconduct as they are referred from Form Tutors and Faculty Areas
- Liaise with parents over routine pastoral matters and make referrals, when necessary, to the appropriate person
- Liaise closely with the 6th Form Team on social, emotional and behavioural problems that give cause for serious concern
- Plan and manage the supervision of students removed from lessons, and liaise with staff to ensure students receive appropriate work
- Plan and implement group work on behaviour topics with targeted students

**5. Attendance**

- Monitor daily attendance and liaise with parents
- Challenge and track trends in student attendance
- Support the Key Stage Co-ordinator in analysing attendance
- Offer strategies to improve attendance

**6. Resources**

- With the 6th Form Team, make effective use of resources to promote high standards of student welfare including SRE and PSHE in 6th form for all students

**GENERAL INFORMATION:**

- All work performed/duties undertaken must be carried out in accordance with relevant policies and procedures
- Post holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management
- Post holders must at all times carry out their responsibilities with due regard to the Academy's policy, organisation and arrangements for Health and Safety at Work
- Post holders will be expected to participate in the Academy's arrangements for performance management and professional development as required

**CONTEXT:**

All staff are part of a whole Academy team. Each individual is required to support the values and ethos of the Academy. This will mean focusing on the needs of colleagues, parents and students and being flexible in a demanding environment.

Due to the nature of this job, it will be necessary for the appropriate level of Criminal Record Disclosure to be undertaken. It is essential that you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences.

This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are "spent" under the provisions of the Act. Any failure to disclose such convictions will result in dismissal or disciplinary action by the Academy.

***The applicant will be required to safeguard and promote the welfare of children and young people***

*This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the time of appointment only and may be reviewed in negotiation with the employee in the future.*

# PERSON SPECIFICATION

The person specification is related to the requirements of the post as determined by the job description. Shortlisting is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application. Candidates failing to demonstrate any of the essential criteria will automatically be excluded.

You should be able to demonstrate that you meet the following criteria, measured by:

**A: Application Form** **B: Interview** **C: References**

| CRITERIA | Requirement | Assessment |
|---|---|---|
| **Qualifications** | | |
| 5 GCSEs (A* to C) including English and Maths or equivalent NVQ Level 2 | Essential | A |
| Level 3 qualification or equivalent in a relevant discipline | Essential | A |
| **Experience** | | |
| Experience of working in a support capacity with young people | Essential | A |
| Experience of working effectively with students with a wide ability range, including gifted and talented and SEND students | Desirable | A B C |
| Knowledge of child protection | Essential | A B |
| Experience of effectively dealing with the needs of vulnerable and at risk students | Desirable | A B |
| Experience of the British Values Agenda and Prevent Training | Desirable | A B |
| Experience of working with staff at all levels | Desirable | A |
| **Skills** | | |
| Good numeracy, literacy and ICT skills | Essential | A C |
| Able to communicate effectively and relate well with staff, parents and students | Essential | A B C |
| Able to work independently and without direct supervision | Essential | A B C |
| Able to take direction from different people, and effectively prioritise and manage workload | Essential | A C |
| Able to work constructively as part of a team, understanding roles and responsibilities, and one's own position within the team | Essential | A B C |
| Able to implement the Academy's Safeguarding, Equal Opportunities and Behaviour Management policies | Essential | B |
| Understanding of child development in relation to behaviour | Essential | A B |
| Has high expectations and aspirations for all students | Essential | B |
| Knowledge of personal barriers experienced by young people and ability to implement strategies to overcome them | Essential | A B |
| **Personal Characteristics** | | |
| Reflective and solution focused | Essential | B |
| Calm under pressure | Essential | B |
| Supportive, patient and non-judgmental | Essential | B |
| Desire to respond to the needs of CNS with flexibility, commitment and determination | Essential | C |
| **Other Requirements** | | |
| Undertake the Academy's Induction Programme | Essential | B |
| Participate in development and training opportunities | Essential | B |
| Be able to carry out all duties to a high standard | Essential | A B |