



Star

STAR ACADEMIES

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

PASTORAL MANAGER

JOB DESCRIPTION

JOB PURPOSE:

To contribute to the development of strong, effective schools with an emphasis on promoting a culture of educational excellence, within a caring and secure Islamic environment enriched with 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 by providing effective leadership and guidance for pastoral staff, including direct line management to the Heads of Year 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 taking the leading role in developing, designing, organising and monitoring of support systems and procedures.
3. Lead, manage and co-ordinate the annual Summer School programme.
4. Be responsible for managing and addressing the needs of students who need particular help to overcome barriers to learning in order to achieve their full potential.
5. Monitor student punctuality, attendance and behaviour and devise and implement intervention strategies to minimise and improve these areas in order to raise student achievement and progress.
6. Lead, manage and coordinate the effective transition from primary schools or other schools by ensuring student well-being on entry.
7. Provide cover support for lessons, registration, invigilation, intervention or supervision of pupils not in normal lessons for up to 12 periods a week.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES:

1. Supporting Learning and Teaching

- 1.1 Ensure support packages have a clear focus on learning, progress and the development of skills and competencies.
- 1.2 Contribute to coaching, mentoring and sharing good practice, within the year groups, throughout the school and with partner schools.
- 1.3 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.
- 1.4 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.

2. Developing Self and Others

- 2.1 Build capacity and nurture leadership capabilities within students and staff.
- 2.2 Induct, train and develop the Heads of Year and pastoral team as appropriate and to identify CPD needs and opportunities.
- 2.3 Support the professional development of Heads of Year including, where needed, working alongside Heads of Year to model effective delivery.

3. Securing Accountability

- 3.1 Lead and manage the appraisal and performance management cycle of the Heads of Year and pastoral teams.
- 3.2 Be accountable for the pastoral and academic performance of students within school.
- 3.3 Provide data and contribute to target setting within year group in line with whole school and individual student targets.
- 3.4 Analyse student-tracking data, identify underperformance, and contribute to planning appropriate interventions and monitor their impact.
- 3.5 Provide timely agendas, hold regular meetings and provide accurate minutes of meetings with Heads of Year and pastoral teams.
- 3.6 Meet weekly with each Head of Year to review their Year's attendance, punctuality and behaviour.
- 3.7 Ensure Heads of Year plan, run and keep minutes of half termly year team 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 QAP of morning registration; and information about key pastoral events affecting that year group team.
- 3.8 Coordinate and manage the monitoring and quality assurance of the morning registration programme/Tutorial Programme at least half termly and provide accurate reports to the SLT Link – ensuring the programme is delivered to a high standard and Learning Coordinators run their tutor group sessions effectively.
- 3.9 Provide detailed fortnightly reports on the QAP of planners, homework and equipment to the SLT Link.
- 3.10 Lead and co-ordinate the work of Heads of Year and pastoral teams including keeping staff and Principal informed of important information on individual students or year team issues/developments.

4. Strengthening the Community

- 4.1 Contribute to stakeholder engagement and communication with parents, carers and families within school.
- 4.2 Initiate contact with other agencies on behalf of the school and parents/carers and to liaise with all parties on a regular basis.
- 4.3 Act as a Key Worker for learners as and when appropriate.

- 4.4 Coordinate and manage partnership with external agencies including the school nursing services and other health services – organise drop-ins, vaccinations, presentations to year groups and whole school as needed.
- 4.5 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.
- 4.6 Secure learning opportunities within school to promote community cohesion.
- 4.7 Lead, manage and coordinate the schools Khidmat (community) service programme.
- 4.8 Lead, manage and coordinate the schools charity programmes and the accurate recording of money raised.
- 4.9 Contribute to strategies for developing student leadership and student voice within the year group and the school.
- 4.10 Be a professional advocate for the school in all contexts.

5. Attendance and Punctuality

- 5.1 Monitor attendance and punctuality.
- 5.2 Produce weekly and half termly class and year group attendance and punctuality reports.
- 5.3 Work with Heads of Year to display class and year group performance in each class and on year team display boards.
- 5.4 Monitor punctuality (morning and lessons) daily and run detentions (break, lunch and after school) for year team – any students with 2 morning or 3 lesson lates in one week.
- 5.5 Monitor attendance using weekly and half termly reports (above) – contact all parents by phone and/or letter where attendance is below 90% at the end of the first term, or 95% at the end of subsequent half-terms.
- 5.6 Meet with any parents where attendance is below 90% at the end of the first term, or 95% at the end of subsequent half-terms (for which there isn't a simple reason such as medical or agreed holiday).
- 5.7 For any students where overall attendance falls below 85%, 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.
- 5.8 Maintain an up to date risk register of high risk students in your year group 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 SIMS or other agreed whole school system.
- 5.9 Support the timely movement of learners from lesson to lesson through presence on the corridors between each lesson.

6. Student Behaviour

- 6.1 Supervise and co-ordinate weekly Heads of Year detentions.
- 6.2 Monitor the behaviour of students and keep detailed electronic records of student behaviour including detentions, those on PT, HoY or SLT report using SIMS or other agreed whole school system.

- 6.3 Lead, manage and assist in the creation of behaviour plans and monitor their implementation and success.
- 6.4 Provide advice and support to teaching staff in order to manage learners' behaviour and to minimise opportunities for poor behaviour during lessons and social time.
- 6.5 Ensure all staff receive regular detailed information and reports (according to their level of need and involvement) on all students in school.
- 6.6 Work with SLT to identify all students in year team who may need pastoral input because their behaviour in lessons, around school or outside of school is causing concern (potential high need students).
- 6.7 Assist Heads of Year in producing 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.
- 6.8 Assist Heads of Year in meeting daily with all students on HOY 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.
- 6.9 Assist Heads of year in undertaking daily blitzes on uniform, equipment, and school bag contents to ensure that students adhere to school policies.

7. Student Guidance and Support

- 7.1 Maintain and review a single risk register of students who are designated as being concerns relating to attendance, punctuality, behaviour and/or achievement.
- 7.2 Meet fortnightly with 'nurture group' students collectively (at lunchtime) to encourage high levels of attendance, punctuality, behaviour and achievement.
- 7.3 Liaise with the school's Attendance and Admissions Officer, DoL's and SENCO in order to support the integration of new students joining the school e.g. timetables allocated, form allocated, prior attainment data available, buddy system in operation for the first couple of weeks etc.
- 7.4 Lead, manage and co-ordinate the Careers, Information, Advice and Guidance entitlement to all year groups and ensure all statutory compliances are met.
- 7.5 Contribute to comprehensive assessments of pupils to determine those in need of particular help.
- 7.6 Ensure students who are absent due to a prolonged illness, injury or incapacity are provided with adequate resources for learning at home by managing and coordinating this service.
- 7.7 Collate all necessary documentation and prepare exclusion papers for the Governors.
- 7.8 Assist the Principal/CEO when required to present exclusion cases to governors and appeal panel.
- 7.9 Manage, plan and oversee suitable support packages for pupils in their reintegration to school following a period of exclusion/absence.
- 7.10 Take steps to prevent bullying and support victims of bullying – keep records using SIMS of all bullying incidents and actions taken.
- 7.11 Coordinate the annual anti-bullying week.
- 7.12 Where children have medical needs – ensure this is recorded on SIMS, medical register is kept up to date and appropriate information is shared with staff as needed.
- 7.13 Meet regularly and minute meetings with Student Shura.
- 7.14 Work with Heads of Year to ensure effective use of rewards and sanctions – keep detailed records using SIMS or other agreed whole school system.

- 7.15 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. Other Responsibilities

- 8.1 Comply with policies relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to a nominated person.
- 8.2 Help organise and manage parents' evenings and support the running of open days, induction days and events for students and parents.
- 8.3 Organise year presentations during assembly time.
- 8.4 Support the delivery of enrichment activities and trips including accompanying and supervising of students as needed.
- 8.5 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.
- 8.6 Provide supervision to classes in the absence of a teacher.
- 8.7 Assist in the invigilation of exams as and when required.
- 8.8 Supervise learners at before school, at break, lunchtime and after school.
- 8.9 Organise and deliver assemblies.
- 8.10 Undergo and renew as and when appropriate Child Protection training and become a Designated Child Protection Officer.
- 8.11 Undergo First aid training and renew as and when appropriate.

9. Records Management

- 9.1 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.	Evidence of continuous professional development.	E	✓	
2.	GCSE in English and Maths at grades 'C' or '5' and above.	E	✓	
3.	Degree or Diploma in Counselling /Social Care or Careers.	E	✓	
4.	Child Protection training.	E	✓	
5.	First Aid training.	E	✓	
EXPERIENCE				
6.	Working with young people and families in a Secondary School setting.	E	✓	✓
7.	Providing counselling/pastoral support or careers guidance within a Secondary School setting.	E	✓	✓
8.	Leading and Managing teams, developing work plans, prioritising and managing workloads and responding to situations as they arise.	E	✓	✓
9.	Speaking in front of large groups of students and small groups of staff.	E	✓	✓
10.	Using ICT and SIMs.net to communicate, review data and present information to others.	E	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
11.	Ability to maintain positive relationships with students and other adults.	E	✓	✓
12.	Ability to work effectively and sensitively with a range of groups and individuals.	E	✓	✓
13.	Ability to prioritise, work quickly and accurately, particularly under pressure and to deadlines.	E	✓	✓

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview/ Task
14.	Ability to work unsupervised, use own initiative and make appropriate decisions.	E	✓	✓
15.	Ability to address sensitive matters with a caring approach and appropriate confidentiality.	E	✓	✓
16.	Strong verbal and written communication skills.	E	✓	✓
17.	Ability to converse in a number of additional community languages.	D	✓	✓
18.	Knowledge and understanding of child protection and safeguarding.	E	✓	✓
PERSONAL QUALITIES				
19.	Commitment to working flexibly before and after school hours and weekends as required to promote the welfare of learners.	E	✓	✓
20.	Highly organised, literate and articulate.	E	✓	✓
21.	A passionate belief in the school's mission statement.	E	✓	✓
22.	A strong belief in the value of education in developing citizens.	E	✓	✓
23.	Highest levels of professional and personal integrity.	E	✓	✓
24.	A strong commitment to the personal, spiritual, social and health development of young people.	E	✓	✓
25.	Personal resilience, persistence and perseverance.	E	✓	✓
26.	Commitment to undertaking additional training where required.	E	✓	✓
27.	Willingness to participate in further training and development opportunities offered by the school and county, to further knowledge.	E	✓	✓
28.	A strong belief in the value of education in developing citizens.	E	✓	✓
29.	Sympathetic and supportive to the ethos of the School.	E	✓	✓