APPLICANT PACK

PASTORAL MANAGER

Harris Girls' Academy East Dulwich

Grade 5

How To Apply

Please visit **www.harriscareers.org.uk** to apply online and submit your application. We only accept applications submitted before the closing date via our careers website. Please refer to the last page of this candidate pack and our website for guidance on applying to opportunities within the Federation.

Safeguarding Notice

The Harris Federation and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our **Policy Statement on the Recruitment of Ex-Offenders.**

About the Harris Federation

The founder and sponsor of the Harris Federation, Lord Harris of Peckham, opened our first school in 1990. We have, over the past thirty years, implemented ideas and initiatives that have transformed the opportunities of pupils from working class and disadvantaged backgrounds. Harris academies are widely recognised as a force for social mobility. We are immensely proud of the role that our alumni are now beginning to play in the world and of what we believe our current generation of pupils will go on to achieve.

The Harris Federation has a track record of accomplishment in achieving success through rapid school improvement and has built an unrivalled reputation for running outstanding academies. We now have over 50 schools educating more than 40,000 young people across London and Essex, and employ over 5,000 staff across our academies and head office. With the majority of our academies located in areas of high socioeconomic disadvantage, a high-quality education is key to the futures of the pupils we serve.

Our Vision

We are a pioneering education charity, and one of the leading multi-academy trusts in the country. We have built a reputation for transformative change, taking on some of the most challenging schools in London and turning them into places where every young person can access a high-quality education and have opportunities to succeed.

Our vision, from the start, has been to provide the structure and services needed for our schools to amount to more than the sum of their parts, and to free-up our teachers and leaders to focus on one thing and one thing only: the outstanding education of all their pupils. Our young people and communities are at the heart of everything we do. Our core mission has always been to close the educational gap between young people from disadvantaged backgrounds and their peers. Our ambition is one where every child in London, no matter their background, has equal access to high quality education, giving them the same opportunities and potential to succeed.

Our Values

We have exceptional teachers, support staff, and leaders that come from a wide range of backgrounds. They bring many different skills, but they all share a strong commitment to delivering an outstanding education and creating an inspiring and happy school environment. We know there are many challenges facing our young people and the communities we serve, and that's why we need determined people like you to help us tackle those inequalities.

Whilst each of our academies has their own unique cultures and values; as a whole Federation, we have four core values which are central to successfully achieving our vision: **Excellence, Collaboration, Support, and Innovation**. We are proud of our values because they guide us in how we work allowing us to achieve the best possible outcomes for our young people, communities, and colleagues. No matter what your role is, where you're based, or what your career goals are, our values act as a guide to empower you to do your best work.

What Sets Harris Apart

We are a Federation rather than a chain, and the autonomy of our Principals, and their individual academies is a key element of our success. In addition, the support structure from our central team provides a range of efficient and time-saving services to our academies, but Principals have ownership of running their schools to determine the best curriculum and other local policies to suit the context of their school, staff, and students.

Our head office based in East Croydon, provides expertise and guidance across Commercial, Governance, IT and Data, Finance, Estates, Procurement, HR and Recruitment, Sixth Form and Marketing. Harris academies are funded on the same basis as other state schools in England, but by negotiating shared contracts and services, and delivering other economies of scale, our academies save over £5m per year, all of which goes back into the education of our students.

As part of the central team we have more than 70 consultants, each a subject specialist and highly-skilled teachers who are available to our academies as a resource to use as they need. Their job is to create curriculum excellence in every subject. Our schools are able to access their full support to ensure the most effective curriculum intent, implementation, and impact.

From Our CEO

We see Harris as a system disrupter – whose purpose is to make life fairer for children in and around London. Our focus is to take on the most challenging schools and turn them into exceptional places of learning where everyone – staff and students – thrives.

We strive to deliver an excellent education to our young people so they can progress into top careers and the very best universities and apprenticeships, giving them the chance to fulfil their potential, no matter their background.

The secret of our success is that every Harris academy is different; every school has its own culture and ethos nurtured by its leadership team to suit the local community and context. However, all Harris academies are united by a determination to constantly improve and to quickly identify and share what works to ensure that every pupil is successful regardless of background.

As we grow, we are delighted to welcome new and experienced teachers, leaders, and support staff into the Federation, all of whom are crucial to our ongoing success. We encourage staff in their learning and development, our CPD is regularly described as 'outstanding', and all of us are committed to growing our expertise and sharing it with each other.

Sir Dan Moynihan
Chief Executive

Our Benefits

We know our success is a direct result of the hard work and dedication of our teams. No matter what your role, by joining the Harris Federation, you will be making a difference to young people across London and in recognition of this, you will be able to enjoy the tangible and intangible benefits of working at Harris.

Harris has a strong culture of collaboration and best practice, with professional development and career planning at its centre. We invest in our staff with support, coaching, mentoring, and a wide range of top-quality training programmes delivered at every level.

You will also have access to a variety of benefits, support programmes and initiatives. Visit our website to discover more.

Diversity and Inclusion

We are committed to encouraging and sustaining a positive and supportive working environment for our staff, and an excellent teaching and learning experience for our young people. As a provider of employment and education, we value the diversity of our staff and students, and all our staff are equally valued and respected. We are committed to providing a fair, equitable and mutually supportive learning and working environment for our students and staff.

Our work will impact many generations to come, and our staff come from all backgrounds and walks of life, coming together to inspire young minds. We promote an inclusive culture that embraces the valuable and enriching contribution that all of our community make. We continue to be proactive in uplifting and supporting all voices at Harris.

Job Purpose

To support staff and students promoting a safe environment with excellent levels of behaviour, attendance and punctuality so everyone is entitled to learn. To overcome barriers to learning using a range of techniques, including pupil mentoring, focusing on the academic, social and emotional well-being of the pupils.

Main Areas of Responsibility

Reporting to:	Vice Principal
Liaising with:	Principal, Academy Leadership Group, Director of Pastoral Care, Heads of Year, Subject Leaders, Student Support Services, Education Welfare Officer, external agencies (e.g. Social Care) attendance officer and relevant staff with cross-Academy responsibilities, relevant non-teaching support staff, parents and Governors and other stakeholders

- Have a positive approach when working with all stakeholders associated with the Academy.
- Follow and adhere to all routines, expectations and policies implemented by the Governing body and Principal to the best of your ability. Take whole school responsibility when necessary/required.
- To be a positive team player when working within the relevant teams.
- To maintain a high level of professionalism (a role model to students) when working in relevant teams and with all stakeholders associated with the Academy.
- To be positive about the Academy and the vision and values it strives towards.
- To actively promote the School's Equal Opportunities Policy and Diversity Strategy and observe the standard of conduct which prevents discrimination taking place.
- To maintain awareness of and commitment to the School's Equal Opportunity Policies in relation to both employment and service delivery.
- To fully comply with the Health and Safety at Work Act 1974, the school's Health and Safety Policy and all locally agreed safe methods of work.
- At the discretion of the Principal, such other activities as may from time to time be agreed consistent with the nature of the job described above.
- To work with colleagues to achieve service plan objectives and targets.
- To participate in Employee Development schemes and Performance Management and contribute to the identification of own team development needs.
- To assist in contributing to the development of the School Behaviour Policy.
- To assist in monitoring the academic, attendance, behaviour, social and emotional well-being of pupils within a year group.
- To lead on punctuality systems across the academy, implement sanctions and communicate expectations with parents, carers and students.
- To maintain a high level of presence across the academy and undertake supervisory duties as required.
- To liaise with parents and outside agencies and attend meetings as appropriate.

- Supervising work that has been set in accordance with the School policy.
- Promote positive value, attitudes and good student behaviour, dealing with conflicts and incidents.
- Manage pupils who are showing socially unacceptable or challenging behaviour under the direction of guidelines in operation at the school.
- Support students to reflect and engage in restorative conversation.
- Establishing productive working relationships with pupils using methods to encourage pupil engagement and participation in activities.
- Maintain daily contact with assigned pupils to support, assist and enable them to meet the targets set and develop the attitude and skills to meet targets with less support.
- Work in partnership with other practitioners to deliver effective interventions and support for children and families.
- To encourage pupils to develop social and independence skills whilst providing support when it is needed.
- Report pupil and school issues in line with the School's policies for health and safety, child protection, behaviour management etc.
- Attend parent consultation evenings, meetings and training sessions as required.
- Be involved in extracurricular activities e.g. open days, presentation evenings.
- To liaise with parents and outside agencies and attend meetings as appropriate.
- To lead Personal Education Plans with local authorities, social workers and carers
- Understanding the need of the role of social workers, virtual schools and carers and how the function of the Personal Education Plan fits into the wider care planning duties of the local authority which looks after the child
- Making sure effective procedures are in place to support a looked after child's learning, personal and emotional needs are prioritised
- Promote good home-school links through regular and effective communication
- Encouraging high aspirations and working with the child to plan their future and fulfilment
- Working closely with the schools Designated Safeguarding Lead
- Set short and long term education attainment targets agreed in partnership with the child and carer where appropriate
- Set out information to identify and support any mental health needs relevant to the child's education
- Relationship building, both with appropriate adults and peers

Academy Ethos

- To undertake such other duties as may be required, commensurate with the level of responsibility of the post
- To engage actively in the performance review process, addressing appraisal targets set in conjunction with the line manager each autumn term
- To participate in training and other professional development learning activities as required.
- To promote equal opportunities and celebrate diversity in all aspects of the academy.
- To play a full part in the life of the academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To support and attend academy events such as Open Evening.
- To promote actively the academy's corporate policies.
- To adhere to the academy's Dress Code.
- To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate.
- To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance 'Keeping Children Safe in Education and the academy's Safeguarding/Child Protection policies.
- To be aware of and comply with all academy and Federation policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The job-holder will ensure that academy policies are reflected in all aspect of his/her work, in particular those relating to:

1. Equal Opportunities
2. Health and Safety
3. General Data Protection Regulations (2018) and Data Protection Act (2018)
4. Safeguarding children

Person Specification

Area	Essential	Desirable
Qualifications, Knowledge & Training	• Good level of education • Good communication skills verbal and non-verbal	• Relevant degree
Experience	• Working in a busy school environment • Working within a team • Working with children and young adults • Managing conflict	• Experience of working with students from a range of ethnic backgrounds
Personal Skills, Abilities & Qualities	• Full working knowledge of relevant policies/codes of practice • Understanding of principles of good student attendance and punctuality • Ability to plan effective actions for students with poor attendance • Effective use of ICT to secure good attendance • Understanding of a range of welfare issues that may be effecting students and their families. • Well-developed interpersonal skills to be able to relate well to a wide range of people • Work constructively as part of a team whilst being able to demonstrate initiative • Good communication skills • Have commitment to own personal and professional development • Commitment to equality and diversity • Empathy with the aims and objectives of the Harris Federation • Keeping a clean, tidy, well ordered environment	• Competent ICT – word processing skills • Organisation skills • Understanding of legislation affecting student behaviour
Philosophy & Commitment	• An interest in educational issues • A belief that everyone can benefit from, and has entitlement to, high quality educational opportunities • A personal commitment to lifelong learning and continuous professional development • Commitment to high standards, best value and continuous improvement • A 'can-do' approach and positive attitude to innovation and change • Appreciates the significance of safeguarding and interprets this accurately for all individual children and young people whatever their life circumstances • Has a good understanding of the safeguarding agenda • Can demonstrate an ability to contribute towards a safe environment • Shows a personal commitment to safeguarding.	

Applying For The Position

We encourage you to apply as soon as possible as we may interview and offer to a candidate before the closing date. Please note that we only accept applications submitted before the closing date via our careers website.

Thank you for your interest in the Harris Federation. We look forward to receiving your application.

Before You Start Your Application

Please remember to check your junk mail folders for our email communications and add us to your safe senders list to ensure all future email communication is received. This is important to ensure you are kept up to date on the status of your application and to avoid delays in the recruitment process.

To submit an application, you'll need to have ready:

- Personal information about you
- Details of your education and employment history
- Details of any qualifications and training gained
- A CV and/or supporting statement to upload

Help and Support

For our Help and Support completing your application, visit **www.harriscareers.org.uk**

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