



The Charter School East Dulwich

PASTORAL MANAGER: JOB DESCRIPTION

Post Title: Pastoral Manager

Payscale: HAY Grade 6 (Points 9 to 19), 36 hours per week, 39 weeks per year

Reporting to: Year Leader and Senior Pastoral Manager

Job Purpose

To work with a specific year group, as part of the wider pastoral team, supporting the Year Leaders and Senior Leadership Team to enable all students to achieve their full academic potential and personal development.

Key Functions

- to be the second point of contact after the Form Tutors for students and parents, especially in relation to the day to day working of the School Behaviour Policy
- to assist the Year Leader for a designated Year Group
- to monitor and ensure strong attendance and punctuality for the designated Year Group
- to support the personal social and academic development of students and promote their well-being within the specified year group and associated key stage.
- To take part in school duties around the school site included consequences (detentions)
- to liaise with appropriate members of staff to implement positive behaviour management strategies
- to work as an active member of a tutorial team to support colleagues in setting high expectations for standards of behaviour, uniform and achievement
- to contribute to the overall values, work and mission of the school
- to assist in maintaining links with home, internal and external support services involved with student welfare
- to contribute to year group-focused events, reward activities and support programmes
- to facilitate, where appropriate, a mentoring programme for students in the Year Group

Specific Responsibilities

1. Attendance, Punctuality and Uniform

- to liaise with the attendance officer over attendance calls for at risk or critical groups as identified. Liaise with the Senior Pastoral Manager and Year Leader around attendance
- to review and analyse student data in order to identify trends or patterns of behaviour, attendance or punctuality, implementing and monitoring any necessary interventions
- to monitor student punctuality and assist with consequences for lateness
- to support tutors and the Year Leader in monitoring and addressing uniform and equipment issues so that all student in the Year Group are prepared to learn.
- Support the Year Leader with delivering interventions and family support for students with barriers or disadvantage to attendance, punctuality and access to learning.

2. Behaviour Management

- to support effective delivery of the school behaviour policies
- to oversee the Year Group consequence system by recording names, reminding students, liaising with duty staff and co-ordinating any follow-up action
- to assist senior staff with individual students who, for whatever reason, are not in class. This may mean following up truancy, counselling learners who are distressed and liaising with senior staff on actions to be taken
- to liaise and organise work with teaching staff over internally excluded and suspended learners including emergency cover
- to organise and administer behaviour, punctuality and attainment reports
- to administer and monitor the daily report system to individual students, as well as any other relevant document that may be used to monitor learner progress
- to liaise with external agencies such as LA, Police Liaison Officer, EWO and other agencies regarding key students
- to work closely with the Family Liaison Officer to support agreed students and families
- to facilitate, where appropriate, a mentoring programme for students in the Year Group
- to supervise suspended students including where agreed, home visits and alternative provision visits.
- to liaise with tutors over student planners, attitude and behaviour in tutor times
- to undertake duties including at break and lunch times according to the duty rota
- to collate information on students' successes e.g. merits/ rewards
- to be visible around the building at key times and transitions during the school day

3. Communication

- to maintain and monitor logs on class charts and analyse weekly
- to input safeguarding incidents/info. on CPOMS system, analyse and reporting to Year Leaders and DSL
- to attend meetings as appropriate
- to attend family and student meetings including for re-integrations, bullying and derogatory incidents
- to support with school events such as Achievement Evenings', Drop Down Days, etc.
- to assist with the organisation of presentation evenings and other key events associated with the Key Stage
- to carry out administrative tasks as appropriate
- to liaise with parents/carers and keep accurate records
- to liaise with relevant support agencies
- to support in bullying issues
- to communicate with parents, organise meetings and make appointments at the request of the Year Leaders
- to assist in the organisation of information for internal/external support services including inclusion meetings
- to order and organise year group resources as directed
- take students to exams for the appropriate year group/key stage
- take an active part in the tutor and assembly programme, encouraging a sense of community and celebrating achievement
- to maintain and update Year notice boards promoting the school and Year Group activities.
- to supervise students on educational trips
- to organise events to support students with study and revision skills, including with external organisations
- to lead in the organisation of events which support the development of students' cultural capital e.g. volunteering projects, residential trips

4. General

- Actively contribute to a safe school environment where all students are safe and staff responsibility for safeguarding is paramount.
- Follow all safeguarding expectations and guidelines as set by the school, Trust, KCSIE (Keeping Children Safe in Education), and Government Guidelines.
- Fully engage with the staff induction programme, completing all allocated tasks and seeking clarification and support as needed.
- Read and actively engage with all school and trust policies, seeking guidance if aspects are not understood and adhering to the expectations.

- Participate in the school's Appraisal and Professional Development policy, including any related support plans.
- Contribute to, through team activities and staff voice, the faculty and year group development plans, linking in to the School Development Plan.
- Take personal responsibility for professional delivery and use line management effectively to seek support.
- Undertake specific duties as agreed with the Team Lead or as reasonably required by the Head Teacher.

Person Specification
Qualifications
<ul style="list-style-type: none"> ▪ Essential: English and Maths to a minimum of GCSE Grade C. ▪ Desirable: Post-16 Qualifications / Degree.
Knowledge, Skills and Experience
<ul style="list-style-type: none"> ▪ A minimum of two years' experience of working with children (either paid or unpaid capacity), preferably in an education setting and working with young people. ▪ Good behaviour management skills. ▪ Ability to use student data to generate appropriate and effective support. ▪ Demonstrate excellent communication skills (verbal and written). ▪ Ability to manage own time effectively and prioritize work to meet deadlines. ▪ Experience working with young people and their parents. ▪ Experience working with disadvantaged students. ▪ Experience working within an inner-London school. ▪ Experience of working with students who have behavioural difficulties. ▪ Understanding of strategies needed to establish consistently high aspirations and standards of results and behaviour. ▪ Strong presence in the school environment. ▪ Ability to tailor communication and support styles to individual student and family needs. ▪ Efficient and meticulous in organisation.
Professional Behaviours
<ul style="list-style-type: none"> ▪ Genuine passion, and a belief in the potential of every child, whatever their background or personal characteristics ▪ A clear understanding that all roles in the school, are focused on student achievement and potential. ▪ A good awareness of safeguarding, KCSIE, understanding how and when to take appropriate action. ▪ The ability to work in close harmony with other staff ▪ Alignment to and evidence of the school values of Working Hard, Care, Curiosity and Integrity ▪ Excellent listening skills and a reflective mindset, open to feedback ▪ Passion, energy, resilience, and optimism to work in a team through day-to-day challenges ▪ A firm and constant belief in the unlimited potential of every student (particularly Pupil Premium students, those from diverse backgrounds and those with SEND) and a genuine commitment to inclusive education ▪ Willingness to participate in Continuous Professional Development including the ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to be flexible, to change, improve and develop ▪ The ability to manage personal workload, plan ahead and remain organised ▪ Confidence, self-motivation and the ability to be decisive ▪ High levels of honesty and integrity, with a commitment to Equality, Diversity and Inclusion ▪ A professional outlook, detail oriented and able to multitask and meet deadlines ▪ Calm and professional under pressure ▪ Understanding of the impact of actions on the workload of others ▪ Understanding of the importance of confidentiality and discretion

Conditions of Employment

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).
- The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.
- To uphold the school's policy in respect of child protection matters.
- They shall be subject to all relevant statutory and institutional requirements.
- The post holder may be required to perform any other reasonable tasks after consultation.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- All staff participate in the school's performance management scheme.
- The Charter Schools Educational Trust is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.
- The Charter Schools Educational Trust is committed to equality and diversity, and to being a family where everyone can be themselves. We are committed to continuous improvement in how representative we are of our local communities, including gender, ethnicity, religion, age, and all other aspects of diversity.
- We offer family friendly, flexible working arrangements, and staff networks to provide a supportive environment in the workplace where members can receive peer to peer support.