

LEARNING TOGETHER

CORNWALL EDUCATION LEARNING TRUST



# PASTORAL MANAGER

## Job Description & Person Specification

[www.celtrust.org](http://www.celtrust.org)



# Job Description

Reporting to:	Student Services Centre Manager
Key Contacts:	Leadership Team, Teachers, Support Staff, Students, Parents
Location:	Based at Poltair School but there may be a requirement to travel to undertake work at or for other academies/sites within Cornwall Education Learning Trust
Salary Grade:	Grade G, 37 hours per week, 39 working weeks per year

## Core Purpose:

- ❖ To deal on a daily basis with pastoral issues as they arise, thereby facilitating high quality guidance and support for students.
- ❖ To act as an early response for a range of pastoral concerns, including bullying and social and emotional support for learners.
- ❖ To play a significant role in liaison with parents and wider agencies, monitoring and evaluating patterns of attendance, behaviour and rewards within a year group.

## Principal Responsibilities:

- ❖ To attend whole staff meetings and pastoral meetings to remain fully aware of the teaching and learning programmes and behaviour management strategies relevant to the Academy, and to make positive contributions to their development.
- ❖ To develop 1:1 mentoring relationships with students, along with developing and delivering group work to identify students as needing support.
- ❖ To help all young people in our Academy to achieve high attendance rates, to give them the best chance of success and to identify students at risk of disaffection. Work alongside the Attendance Officer to promote effective parental engagement.
- ❖ Support the Head of Year to adhere to and promote the behaviour, uniform and rewards policies.
- ❖ To regularly review behaviour and attainment reports to identify students who need early intervention.
- ❖ Lead effective interventions that support student progress and promotes resilience. Maintain records and outcomes of relevant interventions.
- ❖ To maintain regular contact and establish constructive relationships with families/carers of children in need of extra support, to keep them informed of the child's needs and progress and to encourage positive family support and involvement
- ❖ To support and identify children and parents in transition, at all phases as appropriate to ensure effective engagement in education.
- ❖ To have knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for students. To participate in training in order to keep up-to-date with possible sources of support and strategies for working with young people.
- ❖ In conjunction with Academy staff and external agencies as appropriate, to participate in the comprehensive assessment of students to identify those in need of extra help to overcome barriers to learning.
- ❖ To network with other pastoral support managers/mentors, parent support advisors and family support workers to share best practice.

- ❖ To be aware of students who are on the SEND register, to link closely with the SENDCo in creating EduKey Provision Maps, delivering tailored interventions and supporting social, emotional and mental health objectives.
- ❖ To act as the point of contact for access to services and programmes for their supported students.
- ❖ To encourage their students to engage in out of school hours motivational learning opportunities.

#### **General Responsibilities applicable to all staff:**

- ❖ To demonstrate and promote the values of Cornwall Education Learning Trust at all times.
- ❖ To work effectively with other members of staff to meet the needs of all students.
- ❖ To work with professionalism in line with the Trust's Code of Conduct.
- ❖ To attend staff meetings and Trust-based INSET as required.
- ❖ To be responsible for his/her own self-development on a continuous basis, undertaking any training/professional development as appropriate.
- ❖ To be aware of and adhere to all applicable Trust policies and procedures.
- ❖ To maintain at all times the utmost confidentiality with regard to all reports, records, personal data relating to staff and pupils and other information of a sensitive or confidential nature acquired in the course of undertaking duties for the Trust, with due regard to General Data Protection Regulations.

#### **Note:**

- ❖ This Job Description is illustrative of the general nature and level of responsibility of the work to be undertaken commensurate with the grade. It is not a comprehensive list of all the responsibilities, duties and tasks relating to the post.
- ❖ The postholder may be required to undertake such work as may be determined by the Headteacher/line manager from time to time, up to or at a level consistent with the main responsibilities of the job.
- ❖ This Job Description may be amended at any time in consultation with the postholder.

#### **SPECIAL CONDITIONS OF EMPLOYMENT**

Cornwall Education Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The postholder is required to follow all of the Trust's policies and procedures in relation to safeguarding at all times, and to adhere to the statutory guidance 'Keeping Children Safe in Education'. The postholder must take appropriate action in the event that they have concerns, or are made aware of the concerns of others, regarding the safety or wellbeing of children or young people.

All offers of employment are conditional and subject to an Enhanced DBS check and, where applicable, a prohibition from teaching check will be completed for all applicants.

# Person Specification

Selection Criteria	Essential	Desirable	How Assessed
Education and Training	<ul style="list-style-type: none"> <li>❖ Attainment of GCSE Grade C or above in Maths and English (or able to demonstrate equivalent numeracy and literacy skills to a Level 2 standard of education)</li> <li>❖ Relevant ICT skills</li> </ul>	<ul style="list-style-type: none"> <li>❖ Student Behaviour Management training</li> <li>❖ Learning Mentor training</li> <li>❖ Parent Support Advisor training</li> <li>❖ TIS Practitioner training</li> </ul>	Application Form / Interview
Experience	<ul style="list-style-type: none"> <li>❖ Experience of working with students of the relevant age in a learning environment</li> <li>❖ Experience of engaging with families and supporting parents/carers</li> </ul>	<ul style="list-style-type: none"> <li>❖ Working with small groups on learning objectives</li> <li>❖ Constantly improve own self practice/knowledge through self-evaluation and learning from others</li> <li>❖ Experience of organising programmes for young people</li> </ul>	Application Form / Interview
Specialist Knowledge and Skills	<ul style="list-style-type: none"> <li>❖ Displays commitment to the protection and safeguarding of children and young people, awareness of current national legislation for safeguarding</li> <li>❖ A knowledge and understanding of the needs and issues concerning young people</li> <li>❖ A knowledge and understanding of the available range of support services/providers</li> <li>❖ Practical skills relating to planning and utilising individual learning programmes</li> </ul>	<ul style="list-style-type: none"> <li>❖ Have a knowledge and understanding of a Secondary Academy environment</li> <li>❖ Awareness of the SEND Code of Practice and guidance on meeting SEND</li> <li>❖ Basic counselling skills</li> </ul>	Application Form / Interview

	<ul style="list-style-type: none"> <li>❖ Excellent listening and communication skills, with the ability to build relationships with students, staff and parents/carers</li> <li>❖ Understanding of principles of child development and learning processes and in particular barriers to learning</li> <li>❖ Ability to maintain accurate records and present information when required</li> </ul>		
Personal Qualities	<ul style="list-style-type: none"> <li>❖ Self-motivated and able to work constructively as part of a team</li> <li>❖ Ability to relate well to young people and adults</li> <li>❖ Effective time management skills, with a methodical approach to work and ability to work to deadlines</li> </ul>	❖ Able to work without close supervision	Application Form / Interview
Values Related Qualities	<ul style="list-style-type: none"> <li>❖ <b>Collaborate</b> – ability to work effectively as a team</li> <li>❖ <b>Empower</b> – ability to take initiative and problem solve in order to improve performance</li> <li>❖ <b>Leadership</b> – To lead by example and achieve shared goals</li> <li>❖ <b>Transformation</b> – ability to recognise a need for change and adapt accordingly</li> </ul>		Application Form / Interview



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Units 15 & 16 St Austell Business Park, Treverbyn Road, Carclaze, St Austell, Cornwall, PL25 4FD