

## Job Description - Pastoral Support Lead Christ the King Catholic Voluntary Academy

**Reporting to: Inclusion Manager**

**Grade: Band 5**

**Hours of Work: 37 hours a week, Term Time Only**

### JOB DESCRIPTION

The Pastoral Support Lead is appointed to work with children in the school and to lead a team of Pastoral Support Workers under the general direction of the Inclusion Manager /Headteacher (Behaviour and Attitudes) who will be responsible for the overall policy of the educational programme.

- Working independently to encourage pupils to become more independent learners and help to raise achievement and attainment for all pupils.
- To develop, plan, deliver and review learning activities for individuals and groups of pupils.
- To take responsibility for the planning and delivery of specified packages of work.

### Key Duties:

#### Pastoral/ Behaviour Support

- Provide specialist support to individuals and small groups, enabling them to access the curriculum, whilst monitoring and tracking progress, responding to challenges as they arise and work with Subject Leaders to ensure the curriculum allows for progress both academically and pastorally.
- Promote positive relations and ensure excellent communication across the school community and with external agencies.
- Provide on call cover, as part of a team, during lesson time and registration.
- Liaise with the Inclusion Manager to support tracking of student's attainment, achievement, and offer intervention support to maximise student outcomes.
- Liaise with the Inclusion Manager/AHT (Behaviour & Attitudes) to identify those students in need of targeted support/intervention and be involved in appropriate monitoring.
- Meet students following referrals related to identify concerns and implement follow up actions
- Support and monitor procedures for/with students on report in line with school policy.
- Act as a key worker to identified students and to maintain and monitor an up to date key worker list.
- Prepare reports/investigations for Achievement Leaders.

### Administrative Roles:

- Ensure good communication with parents/carers, members of school staff and outside agencies.
- Management of the Alternative Provision budget
- Organise work for absent students where appropriate.
- Support the organisation of all Key Stage 3/4 events including Parents' Evening.



## CATHOLIC MULTI-ACADEMY TRUST

- Promote and support Educational Trips and Visits.
- Work together with Achievement Leaders to organise and support key events with a particular year group as appropriate, including transition, primary liaison, visits with feeder primary schools, Option Choices, Work Experience and Review Days.
- Organise and run the detention rooms and support the Damascus Centre and Independent Study Room.
- To work alongside the Inclusion Manager in contributing towards the Quality Assurance procedures for the Inclusion Department
- To support with annual reviews as directed by the Inclusion Manager.
- To mentor apprentice Teaching Assistant's within the team.
- To support with Continued Professional Development (CPD) both within the inclusion team and whole school.
- Allocate work effectively amongst team members and ensure they are working to the required standards, by managing individuals' performance.
- To liaise with external agencies, parents and staff to ensure a co-ordinated approach to supporting student progress.

## Whole School Responsibilities

- Developing relationships with other members of staff, sharing expertise to best support teaching and learning.
- Demonstrating a willingness to keep up to date with professional practices by maintaining an understanding of the requirements of the role.
- Being aware of school's policies and procedures.
- Being aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate.
- Undertaking any other curriculum duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post.
- Performing any task or duty under the reasonable direction of the Inclusion Manager or a member of the School's Senior Leadership Team.
- Attending and participating in meetings as appropriate
- Recognising own strengths and areas of expertise and use these to advise and support others.
- Being aware of and comply with school policies and procedures, including those regarding safeguarding and physical restraint.
- Completing break and lunchtime duties as required to support with positive behaviour.
- Being part of the safeguarding team
- Contributing to the overall ethos of the school.

*This job description contains the main accountabilities relating to this post and does not describe in detail all the tasks required to carry them out. All staff are expected to be flexible to ensure the most effective organisation and delivery of services.*

*The duties and responsibilities of the post will evolve to meet changes in financial regulations, statutory requirements, or the natural development of the Academy and/or Trust. Such changes are, therefore, a normal part of the post and the post holder must be prepared to undertake any other duties commensurate with the general level of responsibility of the post which may be determined from time to time subject to the proviso that any permanent, substantial changes shall be incorporated into the job description and evaluated as such.*



## Person Specification

Requirements	Essential	Desirable	Demonstrated By
<b>Qualifications &amp; Training</b>	Applicants must have GCSE (or O Level) at Grade C or above in Maths and Grade C or above in English.  Level 3 TA qualification (or able to demonstrate equivalent experience).	Behaviour management qualifications and/or training.	Application Form
<b>Experience</b>	Previous experience of working with primary school aged pupils 11 yrs – 18 yrs.		Application Form Interview
<b>Skills</b>	ICT literate – must be able to use Microsoft Office.		Application Form
<b>Knowledge</b>	An excellent understanding of how children learn. Good English and Maths. knowledge and understanding how to support children in all areas of learning. Understanding of factors likely to impact on students' behaviour and well being.	Safeguarding Policy and Procedure.	Interview Task
<b>Management</b>	Able to manage own workload. Able to prioritise. Able to show initiative.		Interview Task
<b>Aptitude and Personal qualities</b>	Excellent communication skills – empathy with children with the ability to relate well to staff and parents. Ability to work effectively as part of a team, committed to making a difference. Reliable, enthusiastic, highly motivated. Calm and professional manner Helpful and resilient. High standards.		Application Interview Task

