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Post Title: Pastoral Support Manager

Salary: PO1: SCP 27 to 30 (37 hours plus 10 days)

Line Manager: Assistant Headteacher for Ethos and Expectations

Supervisory Responsibilities: Secondary Teaching Assistants working with disengaged pupils, pastoral staff and external agencies

Job Description

Core purpose:

- Work under the line management of the Assistant Headteacher Ethos and Expectations to manage the enhanced provision and support programmes, which enable access to learning for children and young people.
- Manage the integration of pupils with special needs who are reluctant to engage in lessons and equip them with the skills necessary to succeed.
- Where appropriate liaise with other mainstream environments or alternative provisions to provide enhanced provision.

Specific

Duties and responsibilities

- set up, manage and monitor the effectiveness of enhanced support ensuring that a range of intervention programmes are in place to maximise engagement and achievement
- take responsibility for the day to day running of support provided for the children and young people identified as 'mainstream+'
- liaise with staff in all phases to ensure there is a variety of programmes for pupils to access as part of their bespoke support plan which is carefully matched to need
- implement work programmes and one-to-one support to ensure vulnerable pupils and those with SEND are able to succeed
- manage communication with parents and carers through use of text messages, phone, email and written formats
- ensure programmes and one-to-one support are focussed, well planned and monitored for effectiveness
- monitor pupil responses to learning activities and accurately recording progress, and revising interventions to ensure success
- provide data regarding 'mainstream+' and those accessing one-to-one support and, planned engagement and learning programmes as requested
- be flexible in meeting the needs of pupils and liaise with parents and other staff
- organise and attend SEN reviews including those for pupils with a statement or an EHCP
- work with the SENDCo to collate and distribute the paperwork for annual review meetings supplying minutes to all necessary parties involved
- update IEPs and bespoke support plans ensuring the views of pupils, parents and staff are included.
- distribute information ensuring staff throughout the academy are aware of the needs of vulnerable pupils and accessing 'mainstream+' provision
- liaise with outside agencies and specialists in planning provision, monitoring and reporting for pupils accessing 'mainstream+' provision
- lead the integration and transition for pupils accessing 'mainstream+' provision to ensure they remain integrated within the school
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- liaise with other schools within Exceed MAT and areas of best practice within the area to identify and share best practice
- develop behaviour management strategies that meet the sometimes complex needs of the pupils within the setting and provide advice to teaching and support staff
- plan the deployment of the secondary teaching assistant working with pupils accessing 'mainstream+' provision across
- monitor and quality assure the work of the secondary teaching assistant across the academy and staff working within The Hub learning support area undertaking performance management in line with academy policy
- undertake general clerical/administrative support for the 'mainstream+' support area
- undertake specialist training in order to ensure you are providing the best support to children and young people

Safeguarding and Compliance

- Promote the safety and wellbeing of pupils and staff within the school
- Uphold the Academy's Policies in respect of Safeguarding and Child Protection
- Through example and line management, ensure good order and discipline is maintained among pupils and staff, and that high expectations regarding safeguarding, behaviour and attendance are communicated and adhered to

Management of Resources

- Comply with the financial, health & safety, HR and other processes and procedures of the Trust
- Ensure that all the activities of the schools are conducted in accordance with all legal or statutory requirements and regulations, and that policies and procedures developed locally are consistent with best practice and recognised codes of practice
- Develop support capacity across the schools through coaching and other appropriate methods, supporting the development of effective pupil support roles within each school
- Ensure that all resources are organised and managed to provide the best possible outcomes for pupils

General

All Academy staff are expected to:

- Work towards and support the Academy's vision and the objectives
- Support and contribute to the Academy's responsibility for safeguarding students
- Work within the Academy's health and safety policy to ensure a safe working environment for staff, students and visitors
- Work within the Exceed Equality and Diversity policy to promote equality of opportunity for all students and staff, both current and prospective
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues
- Engage actively in the performance review process
- Adhere to Academy policies and procedures as set out in the staff handbook or other documentation available to all staff

CPD

Maximise opportunities for personal development by:

- participating in INSET opportunities, both as a participant and leader of in house INSET sessions as required
- participating in annual Performance Management procedures, identifying and requesting INSET opportunities as necessary
- participating in collaborative work and the sharing of best practice

This job description should be seen as enabling rather than restrictive and will be subject to regular review.

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Experience of working with young people in Secondary Education • Good standard of education, equivalent to Level 3 • GCSE qualification in both English and Mathematics Grade C • Relevant training / qualifications in supporting pupils with SEND/ SEMH 	<ul style="list-style-type: none"> • Relevant Level 4 or degree or level qualifications • Relevant training / qualifications relevant to supporting students with their social, emotional and or mental wellbeing • Team Teach
Knowledge, Skills and Experience	<ul style="list-style-type: none"> • Experience of working with young people in a Secondary school learning environment • Experience in working with students with SEMH and disengaged pupils • Knowledge of the SEN Code of Practice • Experience of managing the annual review process and paperwork for pupils with EHCPs • Knowledge and experience of a wide range of specialist agencies • Ability to effectively supervise young people 	<ul style="list-style-type: none"> • Experience of working with young people in primary Education • Experience of work within environments such as 'behaviour referral units' or alternative provisions • Experience of working with pupils with ASD
Professional skills	<p>Can demonstrate the ability to:</p> <ul style="list-style-type: none"> • Communicate effectively with a range of different stakeholders with well-developed interpersonal skills • Implement successful strategies and manage change effectively • Collect evidence and research in order to make sound judgements against set criteria • Inspire others to commit to a shared purpose and vision • Lead highly effective teams that are defined by trust, good conflict, high levels of commitment and accountability, and are focused on results • Manage financial to achieve high value of money in innovative ways that lead to positive outcomes for students and staff • Excellent administration and IT skills, including the use of excel 	
Commitment	<p>Demonstrate a commitment to:</p> <ol style="list-style-type: none"> a. Safeguarding, child protection and health and safety b. Equality Act 2010 c. promoting the school's vision and ethos d. promoting high ethical standards e. relating positively to and showing respect for all members of the school and wider community f. on-going relevant professional self-development g. collaborative working 	

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