

Job Description

Post Title	Pastoral Year Leader
Grade	Grade 8
Location	Kelvin Hall School
Reporting to	Assistant Headteacher-Director of Pupil Engagement

Purpose of Role

Provide leadership to and set high expectations for the students of Kelvin Hall School in all pastoral matters leading with responsibility for a specific year cohort

Working with the Assistant Headteacher and in collaboration with other members of staff, to provide support and intervention strategies in order to meet the pastoral needs of the students at Kelvin Hall School in specific cohort. To be responsible for the coordination of all pastoral activity for the cohort ensuring that staff and managers are aware of issues of concerns or causes for celebration.

Key Responsibilities

1. To promote and safeguard the welfare of children, young people and/or vulnerable adults by following up causes for concern, investigating indicators of possible welfare concerns, making recommendations for remedial action to the appropriate senior leader and taking action as appropriate.
2. To work alongside Designated Safeguarding lead to ensure 'Safeguarding Policy' is followed in line with Keeping Children Safe in Education 2022.
3. To plan and deliver practical support, advice and guidance to vulnerable children and their families to reduce any potential risks they may face ensuring there are no missed opportunities.
4. Act as a champion of the school's Safeguarding Policy and in liaison with the School Leadership Team, provide assistance and support in strategic management of whole school safeguarding procedures.
5. To ensure all safeguarding information is recorded appropriately reporting, recording and ensuring accurate records are up to date.
6. Initiate and organise pastoral meetings, promoting good practice by leading and contributing to the discussions and the provision
7. To be responsible for the maintenance of good order and discipline at all times and to determine measures for the promotion among pupils of good behaviour and self-discipline within the year group.
8. Ensure, in conjunction with heads of faculty and teaching staff, that all pupils in the specified cohort progress in line with their individual targets and achieve their full potential. Working with others, identify students who are at risk of underachievement and put in place plans to address the underachievement. Raise awareness across the faculties as appropriate and within the pastoral team and also reporting pupil progress to parents.
9. Communicate effectively with pupils, parents and school staff, ensuring that all relevant stakeholders are fully aware of issues of concern, actions taken, outcomes and achievements.
10. To work in partnership with the school's PLD Manager/team to resolve conflict situations with students and to ensure behaviour for learning standards are attained and maintained at all times seeking guidance from senior leaders only when the situation may escalate and guiding behaviour support staff as appropriate, making recommendations to address areas of concern where educational progress of pupils themselves or others are impeded by poor attitudes to learning or behaviour difficulties.
11. Liaise with relevant external agencies for pupil welfare matters. This may involve attending multi-agency case

conferences. This may also involve local authority child care teams, the police, youth offending teams, the safeguarding authority and others.

12. Carry out home visits to families (with support) to verify students are safe and well for purposes of ongoing assessments or to provide support for vulnerable/at risk students.
13. To work in conjunction with the school's Attendance team in order to ensure maximum levels of attendance is achieved at all times. Identify students at risk of poor attendance and work with the Attendance Welfare Officer to understand reasons. Plan and ensure strategies for improvement are carried through, gaining commitment from students and support from parents/carers as appropriate.
14. Support with the co-ordinating the organisation and delivery of parents/open evenings for specified cohort, encouraging attendance of parents/carers in innovative and interesting ways to maximise parental/carers involvement.
15. To plan and lead events as part of the school community strategy.
16. To support the DSL to manage and develop all aspects of reporting/recording data to ensure that the school has complete and accurate data/records.
17. Support the organisation of SEND and pastoral provisions for examinations, liaise with the SENCo, parents regarding specific individual students with complex needs and ensure that appropriate strategies are implemented.
18. To be responsible for the integrity and production of any statutory returns as required.
19. Collate, produce and distribute school data to all appropriate stakeholders as required.
20. Build capacity of the student support team through coaching, mentoring and identifying appropriate training needs.
21. Work with parents to provide coherent strategies within Individual Behaviour Plans, Pastoral Support Plans and Individual Education Plans. Arrange meetings and appointments with parents and carers at school and off site to discuss issues of concern or celebration regarding their young person.
22. Supervise student social area at break and lunch times and be available to students at these times. Building positive relationships with pupils to ensure that they feel secure and able to discuss issues of concern. To have social contact with pupils in the year group, whilst earning respect for their ability to manage potentially difficult conflicts between students and encourage a healthy, fun but calm environment in the social areas.
23. To be part of the school's on-call and isolation facility to support teachers and deal with pupils exhibiting difficult behaviour to minimise disruption to learning, working in conjunction with the Alternative Provision Team.
24. Deal with incidents of challenging behaviour or disruption to learning where necessary. This includes making recommendations to senior leaders as appropriate, where this might result in exclusion, isolation, detentions or other sanctions. Manage all processes relating to such sanctions.
25. To retain and update pastoral records and notes of meetings and/or intervention with students to ensure an accurate record of support, concerns and celebrations which can be relied on as a timely and accurate record for reference by teaching staff and managers.
26. To contribute to the overall ethos/work/aims of the school.
27. To accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of teaching staff.
28. Supervise the work of the year team. Ensure they have adequate training to do their job fully and that the quality of work is to the level the academy expects. Provide day to day advice and guidance on their work, and the procedures and policies as needed / requested.
29. Any other duties of a similar nature and level of responsibility as requested by the AHT, DHT and HOS.
30. The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on Kelvin Hall School, as your employer and you as an employee of the school. In addition to the Schools overall duties, the post holder has personal responsibility for their own health & safety and that of other employees; additional and more specific responsibilities are identified in the School's Corporate H&S policy.

GENERAL: The above principal accountabilities are not exhaustive and may vary without changing the character

of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the School are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various workplaces in the School.

Safeguarding Children

Thrive Co-operative Learning trust is committed to safeguarding and promoting the welfare of our pupils and young people. Each school has a robust Safeguarding Policy and all staff will receive training relevant to their role at induction and throughout employment at the school. We expect all staff to share this commitment. All post holders are subject to a satisfactory Enhanced disclosure from the Disclosure & Barring Service (DBS) and satisfactory employment references, as well as identification and qualification checks which will be required before commencing duties.

Responsibilities for Staff:	Responsible for 2 year team support staff
Responsibilities for Customers/Clients:	Safeguarding and promoting the welfare of children. Pastoral care and support of 300 - 330 students in the Year Group or specific cohort of pupils Liaison with parents/pupils.
Responsibility for Budgets/Financial Resources:	Responsible for the Year budget.
Responsibility for Physical Resources:	Records and relevant files on pupils, loan of appropriate equipment and uniform where necessary for example for pupil welfare reasons.

		E	D	How Identified
Qualifications	GCSE Grade C/4 (or equivalent) in English and Maths	/		CQ
	Educated to degree/Graduate level OR significant on the job experience in a school setting.		/	AF/CQ
	Child Protection Qualification Level 1 or commitment to acquire qualification within the 1st Year	✓		AF, I
	A continued commitment to CPD	✓		AF, I
Relevant Experience	Relevant experience of Working with young people both individually and in small groups in a school setting.	✓		AF, I
	Working in a school environment or similar for at least 2 years		✓	AF, I
	Working with multi agencies	✓		AF, I
Skills & Abilities	Motivation to work with children and young people	✓		AF, I
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓		AF, I
	Administrative skills, data input to an accurate level and record keeping.	✓		AF, I
	Persuasion and coaching skills to encourage pupils and others to		✓	AF, I

	work positively for the benefit of the learners.			
Knowledge	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	✓		AF, I
	Understanding of behaviour policies and mechanisms to improve behaviours and maximise learning opportunities.	✓		AF, I
	Knowledge of strategies to engage learners resulting in improved commitment to learning and achievement of learning targets.		✓	AF, I
	Various school policies – attendance, homework and rewards and sanctions.		✓	AF, I
Interpersonal/ Communication Skills: Verbal Skills	Ability to establish professional, effective working relationships with a range of partners/colleagues and children & young people	✓		AF, I
	Excellent organisational and communication skills.	✓		AF, I
	Ability to present information confidently to colleagues.	✓		AF, I
Written Skills	High level of ability to communicate accurately in writing with a range of people – reports and letter writing.	✓		AF, I
Personal Qualities	Good attendance and general commitment to the school.	✓		AF, I
Disclosure & Barring Service	The successful candidate's appointment will be subject to the School obtaining a satisfactory Enhanced disclosure from the Disclosure & Barring Service and Children's Barred list check	✓		DBS
	This post is exempt from the Rehabilitation of Offender Act 1974 the candidate is required to declare full details of everything on their criminal record.	✓		(after short listing)