



Star

STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

REGIONAL PASTORAL MANAGER (WEST MIDLANDS)

JOB DESCRIPTION

JOB PURPOSE

To maintain Star Excellent standards of behaviour and by supporting pastoral teams across Star schools with the successful implementation of Trust-wide policies and standardised operating procedures and playbooks, through consultation, advice, instructional coaching and training.

JOB SUMMARY

1. Work with pastoral teams in schools to ensure Star policies are implemented successfully, consistently and cohesively.
2. Ensure support for Star schools is commensurate with need so that improvements can be accelerated and sustained within a time-limited period.
3. Ensure 100% engagement with Rising/Faithful Stars and the Star Diploma.
4. Ensure each school offers a range of enrichment opportunities linked to Star's 5 leadership foundations: Star Sports, Star Performers, Star Citizens, Star Creatives and Star Futures. Ensure engagement is routinely tracked particularly for disadvantaged pupils and those with SEND.
5. Secure a common understanding around behavioural expectations across all Star schools.
6. Ensure pupils who struggle to regulate their behaviour due to unmet special educational needs are supported effectively through the graduated approach.
7. Ensure pupils struggling in mainstream receive a robust, time-bound therapeutic package of support to enable them to thrive pastorally and academically. This may include mentoring, counselling and support from an educational psychologist.
8. Work with colleagues in Star schools with an In-School Inclusion Centre (ISIC) to maintain fidelity to the standard operating procedure ensuring admission is restricted to pupils with an EHA or EHCP.
9. Support the mission, vision and values of the trust and its establishments.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1. Operational Management

- 1.1 Be accountable to the Trust for the sustained improvement in the quality of pastoral outcomes for children and young people across Star.
- 1.2 Ensure all members of the pastoral team in schools have robust workplans to enable Star excellence on a day-to-day basis operationally on the ground.

- 1.3 Under the leadership of the behaviour improvement lead, implement a robust improvement plan with pastoral teams in schools through instructional coaching.
- 1.4 Work with pastoral teams to ensure behaviour routines are habitual and link to Behave Like A Star: Leadership Habits and Playbook.
- 1.5 Work with schools with an ISIC and model best practice around support for pupils with SEMH ensuring the ISIC standard operating procedure is not compromised.
- 1.6 Ensure leaders place sufficient emphasis on developing a strong Star culture as evidenced by high attendance, low suspensions and exclusions, strong safeguarding mechanisms and a comprehensive enrichment programme to enhance the personal development of pupils.

2. Leading Behaviour and Pastoral Development

- 2.1 Under the leadership of the Director of Inclusion, work with the Principal/RDEP to secure consistently high standards of behaviour and pastoral development in all year groups, through the introduction and embedding of the Trust's polices and standardised operating procedures.
- 2.2 Audit the school's behaviour systems and facilities – including routines, records, ISIC, alternative provision, and Impact provision – identifying best practice and areas for improvement.
- 2.3 Use findings from behaviour and pastoral 'deep dives' to address shortfalls quickly and sustainably within a limited timeframe.
- 2.4 Ensure that pastoral teams use data dynamically on a day-to-day basis to address issues quickly.
- 2.5 Work with pastoral teams to secure a culture of excellence through the implementation of Star's behavioural leadership norms, Rising Stars Framework, Star's 5 leadership foundations and the Star Diploma.
- 2.6 Ensure that all staff develop and improve their practice through full engagement in professional learning communities.
- 2.7 Provide instructional coaching support for key staff to improve the quality of their pastoral practice.
- 2.8 Ensure pastoral interventions are put in place for the most vulnerable pupils through the ECM process.
- 2.9 As directed by the Director of Inclusion, resolve issues raised by Regional Directors/Executive Principals and Principals in relation to behaviour and pastoral development within schools.
- 2.10 Through the Director of Inclusion, identify professional development needs to help improve pastoral provision for pupils.
- 2.11 Collate information from designated schools to support the publication of behaviour and pastoral development dashboards that include rewards, Rising/ Faithful Stars, red line behaviours, suspensions, permanent exclusions (including repeats).
- 2.12 Where necessary, provide training on how to be an effective instructional coach, outlining the key principles around instructional coaching and Star excellent pastoral leadership.
- 2.13 Ensure there are sufficient members in each school, proportionate to need, that have current and up-to-date training around positive handling.

3. Raising Aspiration, Ambition and Achievement

- 3.1 Lead, model and promote an ethos of aspiration and achievement for all young people in the school.

- 3.2 Create a positive culture of challenge, support, care and high expectations, in order to raise standards and secure positive educational experiences for all pupils.
- 3.3 Ensure that all members of the school community feel valued as individuals and receive world-class professional development around pastoral provision.

4. Relationships and Partnerships

- 4.1 Promote strong relationships and effective working arrangements with the Trust, governors, staff, parents and pupils.
- 4.2 Work with the Director of Inclusion, Principal, RDEP and Senior Leaders to motivate and enable all staff to carry out their respective roles to the highest standard, through robust line management and high quality continuing professional development based on assessment of needs and identified through the appraisal process.
- 4.3 Establish collaborative and open relationships with all stakeholders.
- 4.4 Within the Trust's frameworks, develop focused and effective partnerships with a range of organisations to support improved outcomes for pupils.

5. Funding/Budget Management

- 5.1 In keeping with the Trust's financial systems, ensure that budgetary controls are effective and expenditure is managed effectively.

6. Accountability

- 6.1 Be accountable to the Trust for the performance and pastoral outcomes of the school.
- 6.2 Report on a regular basis and as required to the Director of Inclusion.

7. Management

- 7.1 Work with the Director of Inclusion to ensure that rigorous line management systems are in place and operating effectively throughout the school.
- 7.2 Work with Principal and RDEP to ensure that comprehensive and systematic programmes of high-quality professional development are in place.

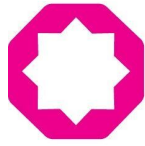
8. Other Responsibilities

- 8.1 Promote the trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 8.2 Champion the trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 8.3 Contribute to the wider life of the Trust and its schools through out of hours and partnership work.
- 8.4 Carry out any such duties as may be reasonably required by the Chief Executive and the Director of Education.
- 8.5 Demonstrate commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.

9. Records Management

- 9.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.



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PERSON SPECIFICATION

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview /Task
QUALIFICATIONS				
1.	Behaviour/ pastoral management in a school setting.	E	✓	
2.	Evidence of professional development.	E	✓	
EXPERIENCE				
3.	Developing and enhancing a positive school culture.	E	✓	✓
4.	Track record of outstanding pastoral practice within a wide range of school settings.	E	✓	✓
5.	Successful and sustained delivery of outstanding pastoral outcomes.	E	✓	✓
6.	Developing and leading the implementation of strategies to sustain whole system improvement.	E	✓	✓
7.	Developing and implementing whole-school intervention strategies to sustain and enhance outstanding pastoral outcomes.	E	✓	✓
8.	Partnership working and collaboration within a MAT or local authority context.	E	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
9.	Up to date knowledge in first-class pastoral provision, national policy and statutory requirements.	E	✓	✓
10.	Up to date knowledge on provision for pupils with social, emotional and mental health needs and strategies to help them flourish academically and pastorally.	E	✓	✓
11.	Knowledge of school leadership evidence-based practice.	E	✓	✓

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview /Task
12.	The ability to forensically analyse a school's current areas of development and to put in place plans to secure improvement sustainably and quickly.	E	✓	✓
13.	The ability to embrace, adopt and put in to practice the Trust's behaviour and pastoral development policies and standard operating procedures.	E	✓	✓
14.	An understanding of the importance of robust and rigorously applied management and accountability systems in securing sustainable behaviour and pastoral improvement.	E	✓	✓
15.	A proven ability to generate and deliver a collective vision and shared purpose.	E	✓	✓
16.	A proven ability to develop, communicate and successfully implement strategies.	E	✓	✓
17.	A proven ability to create, build and adjust effective staffing structures.	E	✓	✓
18.	The ability to analyse and use data dynamically to drive improvements and marginal gains each day.	E	✓	✓
19.	Effective instructional coaching skills to model policies and standard operating procedures on the ground with key staff.	E	✓	✓
20.	Well-developed interpersonal and communication skills that ensure norms are established by all staff.	E	✓	✓
PERSONAL QUALITIES				
21.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	E	✓	✓
22.	A strong commitment to the Trust value of 'Service'.	E	✓	✓
23.	A strong commitment to the Trust value of 'Teamwork'.	E	✓	✓
24.	A strong commitment to the Trust value of 'Ambition'.	E	✓	✓
25.	A strong commitment to the Trust value of 'Respect'.	E	✓	✓
26.	Commitment to support Star Academies' agenda for safeguarding and equality and diversity.	E	✓	✓

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview /Task
27.	Sympathetic to and supportive of the mixed multi-academy trust model.	E	✓	✓