

**THE SABDEN MULTI ACADEMY TRUST**  
**JOB DESCRIPTION AND PERSONAL SPECIFICATION**



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<b>SCHOOL:</b>	St Mary's School
<b>DEPARTMENT:</b>	Lower School (Y4 - Y7)
<b>POSITION:</b>	Senior Teacher – Primary & Pastoral Leader
<b>EMPLOYMENT TYPE:</b>	Teaching
<b>SCALE ALLOWANCE:</b>	MPS 1-6 /UPS 1-3
<b>ADDITIONAL ALLOWANCES:</b>	TLR2b & SEN Additional Allowances
<b>CONTRACT TYPE:</b>	Full-Time, Permanent
<b>RESPONSIBLE TO:</b>	Principal and Assistant Headteacher

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**Main Purpose of the Job:**

The purpose of the Pastoral Leader is to provide guidance and support, which will secure access to a relevant curriculum core, high quality learning opportunities, effective use of resources and improve standards of achievement of all students within the Lower School. The Pastoral Leader is the key figure in removing barriers to learning of all students within the Lower School.

The particular duties assigned to this post are set out below. These may be reviewed and amended in consultation with the post holder in the light of any changes in the requirements and priorities within the school.

**Key Tasks:**

**Whole school level:**

*The responsibilities of the post holder will be:*

- To develop a departmental ethos in line with the school ethos
- To have a full and working knowledge of school policies and protocol relevant to post
- To have a full and working knowledge of national and local statutory and non-statutory guidance and protocol relevant to post
- To engage with the pastoral team: encouraging innovation, ensuring efficacy of the team and monitoring outcomes
- To develop, monitor and extend effective systems with regard to student welfare
- To develop, monitor and extend effective systems with regard to the academic progress of students
- To develop the student and parent / carer voice
- To promote and implement child protection procedures within the school
- To work in partnership with stakeholders to improve outcomes for students
- To share good practice within the school and beyond
- To contribute to the whole school development plan via the pastoral development plan

- To plan for and manage key transition points i.e. option choices, key stage 2 into 3, key stage 3 into 4, key stage 4 into 5
- To regularly review systems associated with pastoral care and academic monitoring, sharing good practice as appropriate
- To effectively use the pastoral plan to drive forward school improvement
- To refer any child protection issues in line with policy

## **Planning, teaching and class management**

### The post holder will:

- Ensure the effective teaching of various subjects.
- Ensure that all lessons are planned with clear aims and objectives.
- Ensure that all lessons are delivered in line with national guidance, up-to-date practice and school policies.
- Set clear targets, building on prior attainment.
- Take into account the differing ability lessons of students and differentiate work accordingly.
- Encourage all students to be actively engaged in their own learning and in reviewing their progress against targets.
- Provide clear structures for lessons, maintaining pace, motivation and challenge.
- Deal with inappropriate behaviour quickly and effectively according to the school behaviour policy.
- Check that all subject matter is effectively communicated and understood by all groups of students.
- Set appropriate tasks and challenges for homework and ensure that it is regularly marked with constructive feedback.
- Monitor, assess, record and report on pupil achievement. Keep careful records of student progress in line with school policy.
- Ensure that there is a high standard of display work in the classroom, which is changed frequently.
- Keep work areas well organised and tidy.
- Attend scheduled meetings.
- Liaise with subject specialist colleagues to ensure progression and continuity.
- Ensure the effective deployment of teaching assistant support.

## **Teaching and Learning**

### The post holder will:

- Co-ordinate a high quality Core curriculum where all aspects of the national curriculum are threaded through each year group and cohort.
- Coordinate literacy provision and resources demonstrating progress and data within the Lower School.
- Coordinate daily rotas including assembly, breaks and lunches – and cover duties where required.
- Communicate effectively with all stakeholders and other external agencies in relation to primary pupils providing reports and attending meetings where necessary e.g. School based Plan, PSP meetings, PEPs, LaC's, CP, Core Group, AR reports, EHCP advice etc...
- Liaise with the School SENCO on assessment, and individual programmes and targets for pupils where appropriate.
- Liaise with colleagues to secure the successful transition of all pupils into the school and onto the next key stage

- Plan Tutor Review Evening, Parents' Evening and Academic Review Day
- Develop and plan the content of tutor periods and ensure its delivery
- Maintain and utilise appropriate records in line with national, local and school requirements
- Manage the collation of data to inform interviews and meetings and to monitor progress
- Chair pastoral meetings regularly as calendared, using the agreed processes and pro forma
- Encourage and coordinate form tutor links with parents / carers and other stakeholders as appropriate
- Cooperate with relevant staff regarding student assessment procedures relating to the year group

## **Colleagues and other Professionals**

### *The post holder will be expected:*

- To produce, implement and review a specific pastoral development plan each year
- To monitor and assess student progress in collaboration with others stakeholders within the school and beyond
- To participate in the CPD programme within the school, engaging fully with arrangements for training and professional development and delivering training to share best practice
- To undertake professional development in relevant areas ensuring full compliance with statutory requirements and a high level of current and practical expertise
- To encourage members of the pastoral team to undertake professional development in relevant areas and monitor impact
- To engage effectively in the performance management process
- To contribute to the monitoring and evaluation of the pastoral team in line with agreed school procedures regarding quality standards and performance management
- To liaise with tutors to ensure consistency across the year group and between year groups in the monitoring of student well-being including appearance, attendance, academic progress and behaviour
- To liaise with tutors to ensure consistency across the year group and between year groups in the delivery of relevant and progressive activities during the registration period
- To communicate regularly and effectively with colleagues and stakeholders within and beyond the school to improve outcomes for students

## **Pastoral Development**

### *The responsibilities of the post holder will be:*

- To guide, support and implement pastoral planning for improved student attainment
- To consistently promote and secure parental / carer involvement in student attainment and progress
- To implement and monitor tutor mentoring to improve student progress and attainment
- To liaise and collaborate with subject leaders, faculty heads, heads of key stage and the senior leadership team to ensure that student welfare enhances access to the curriculum and enables improved outcomes for individuals, cohorts and year group

- To take part in and / or review the development and management of activities and systems associated with pastoral care
- To contribute to and interpret as required any relevant documentation to assist in the tracking of student academic progress and well being
- To utilise self-generated reports and material generated otherwise to support student academic progress and well being
- To utilise appropriately materials / resources allocated to the year area and pastoral team
- To maintain year and social areas in an orderly and attractive state using every opportunity to encourage and motivate students
- To ensure full compliance with the staff duties rota
- To develop and share as appropriate reward and praise systems for all aspects of good performance, including the organisation and presentation of the annual awards evening
- To promote and support extra-curricular activities including trips, competitions and fundraising
- To encourage and support the involvement of students in decision making processes via form, year and school council
- To deliver relevant assembly material, using the agreed format and protocol

## **Other**

### *The responsibilities of the post holder will be to:*

- Demonstrate a current and thorough knowledge of the students in their care and of developments associated with progress and attainment, inclusion and pastoral care
- Demonstrate consistent and effective planning in order that student individual needs are met and progress and attainment accelerated
- Demonstrate consistent and effective record keeping in order that student individual needs are met and progress and attainment accelerated

## **PERSON SPECIFICATION FOR PASTORAL LEADER**

**GRADE: MPS/ UPS + TLR2b & SEN**

### **ESSENTIAL CRITERIA**

#### **Knowledge and Experience**

- Qualified teacher status.
- Recent experience of working with children with special educational needs and those displaying social, emotional and mental health difficulties.
- An understanding of recent educational legislation and developments including the implementation of the National Curriculum and its impact on classroom management and teaching and learning styles.
- Experience of educational provision in mainstream schools.
- Experience that demonstrates commitment to Equal Opportunities.

#### **Skills and Abilities**

- The ability to promote the general progress and well-being of pupils and to provide guidance and advice to parents, teachers and pupils on educational and social matters.
- The ability to organise and manage classes to create an effective learning environment, demonstrating a high level of personal and interpersonal skills.
- The ability to communicate effectively with a wide range of people, including parents and professionals.
- The ability to develop positive relationships with pupils and staff, to build rapport and to act as a positive role model for all.

#### **Personal Qualities**

- A commitment to equal opportunities within the whole school plan.
- Regular attendance and punctuality in previous employment.
- The ability to travel freely within the County, as required.
- The ability to work within a tight-knit small staff team, with high levels of flexibility and the ability to cope with change and influence others to modify their working practices. The ability to support colleagues generally and to contribute positively to all whole school strategies on stress management.
- Has an understanding of stress management including supporting pupils, colleagues and self-care.

### **Desirable Criteria**

- Experience of working with special educational needs within the past three years
- Has, in recent years, undertaken relevant in-service training
- Has recent experience of working in mainstream primary schools
- Has experience of provision for pupils with emotional and behavioural difficulties and excluded pupils
- Has taught in a variety of schools and/or SEN support services
- Has experience of support work and 'links' with mainstream schools.
- Has a professional qualification in the field of special educational needs.