

Job Description Teachers and Support Staff

Role:	Sixth Form Pastoral Lead
School:	Beckfoot School
Salary/Grade:	Band S01 SCP 23 to 25
Reporting to:	Head of Sixth Form

Core Purpose of the Post:

To be a key point of contact for all matters relating to students within Sixth Form. To work as part of a team, including teachers and support staff, to develop and deliver strategies to improve student welfare and well-being. To help students overcome barriers to learning through a range of targeted interventions focused on securing student social, emotional and physical wellbeing. To effectively respond to the welfare support of students through effective work with families and other relevant agencies.

Main Duties and responsibilities:

LEARNING SUPPORT

- Liaise with teaching staff to assess and provide support to targeted students to raise achievement and enable them to overcome barriers to learning.
- Establish constructive relationships and communicate with other agencies/professionals to support student pastoral care and achievement.
- Provide objective and accurate feedback and reports as required, to other staff on students' achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Ensure staff have an understanding of students' emotional needs and are supported in strategies for reducing the impact of their behaviour in school and lessons.
- Offer guidance to staff in planning, evaluating and adjusting teaching & learning approaches to take account of student needs.
- To monitor and evaluate students' responses and progress against action plans through observation and planned recording.
- To maintain accurate student records with regards to safeguarding, behaviour, wellbeing and attendance, and ensure Vulnerable Learner Index is updated regularly
- Quality assure all behaviour systems ensuring that there is total consistency of approach in dealing with behaviour concerns.

STUDENT SUPPORT

- Working independently and proactively to assess the needs of individual students in order to provide encouragement, mentoring, guidance and welfare support.
- Organise, deliver and evaluate 1:1 interventions, small group work and enrichment activities and provide support for students through engaging programmes.
- Take a lead role in the development, implementation and monitoring of systems relating to attendance and integration, such as registration, truancy and pastoral systems.
- Devise and implement appropriate behaviour strategies to support students to positively modify their behaviour.
- Be a visible presence on corridors and in Sixth Form areas during lesson changeover, before and after school, and student breaks
- Take a lead role in proactively establishing constructive relationships with families, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home, school and community links.

- Raising aspirations and ambitions including behaviour and attendance for students who are disengaged, isolated or presenting challenging behaviour.
- Provide feedback to students in relation to progress, achievement, attendance and all other matters relating to Sixth Form.
- Take part in meetings with students, staff, families, outside agencies and other professionals to assist with student welfare.

OTHER RESPONSIBILITIES

- To liaise with the SENDCO, Faculty Leaders, Sixth Form tutors and Teachers and Learning Support Assistants regarding the academic needs of students to support their learning.
- Liaise with others to organise assemblies, individual achievement rewards & celebration events, including the Sixth Form prom.
- Responsibility for Wellbeing of Sixth Form, acting as the Mental Health Champion.
- Administrative support e.g. dealing with correspondence, compilation/ analysis/reporting on attendance, etc.
- Meet regularly with line manager to report on key issues and lead on appropriate initiatives.
- Implementation of the UCAS application process.
- Provide assistance and support on exam results days (GCSE and A level), Year 12 and 13 Parent Consultation Evenings, Sixth Form Open Evening, Year 12 Welcome Evening and Post-18 Options Evening.

Supervision and range of decision making:

- To take the lead for the responsibility of the day to day support and guidance for students of Sixth Form.
- To make decisions using initiative where appropriate within established practices and procedures.

Communications and working with others:

- To communicate effectively with all stakeholders within school and within the Trust.
- To work alongside the Sixth Form, Support and Challenge and SEND teams.

Resources:

- To maintain the confidential nature of information relating to school, students, parents and carers
- To be responsible for the care of materials and equipment within the school.

Professional development:

- Attend and participate in CPD, training and other activities as required.

Other Considerations:

- Promote and safeguard the welfare of students
- Be aware of and comply with policies and procedures relating to child protection, health & safety, confidentiality, and data protection, reporting all concerns to the appropriate person
- Be aware of, support and ensure equal opportunities for all
- Contribute to the overall ethos/values/aims of the Trust and the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Assist with student needs as appropriate during the school day

Other duties commensurate with the grade of the post as required by the Headteacher and SLT.

Safeguarding: No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

Advanced Threshold Fluency Duty Required: In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Advanced Threshold Level. The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in school.

Notes: This is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade and is not a comprehensive list of all the duties and responsibilities of the post. Successful postholders should not refuse to undertake work, which is not specified on this form and the job description may be amended at any time in consultation with the postholder.

Beckfoot Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment.

The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

Date:

February 2021

Person Specification
Teachers and Support Staff

Role:	Click or tap here to enter text. Sixth Form Pastoral Lead	
	Essential Requirements	How Identified
Qualifications	At least a grade C GCSE in Maths and English. NVQ Level 4 or equivalent qualifications or experience in relevant discipline. Social work, youth work, counselling, teaching or mentoring qualification and or experience would be advantageous but not essential.	Application
Experience	Minimum of 2 years experience of the following: Experience working with children of relevant age and assisting in their development. Experience of working as part of a team. Experience of working with students with additional needs. Recent relevant experience of working with young people whose learning may have been impeded due to a range of circumstances. Desirable but not essential: Recent and appropriate experience of working in a school or other organisations dealing with students/young people. Recent and appropriate experience of enabling families/carers to access support agencies	Application References Interview
Training	Relevant training or willingness to undertake such training Behaviour Management Knowledge of health and safety would be advantageous.	Application Interview
Knowledge, Skills and Ability	Understanding of principles of child development and learning processes and in particular, barriers to learning Full understanding of the range of support services/providers Behaviour Management Appropriate first aid training/health and safety training is desirable but not essential as full training will be provided. Use ICT effectively in relation to the post Ability to use relevant equipment / resources. Good organisational skills. Ability to identify existing and potential barriers to learning and engage in strategies to overcome these. Ability to plan effective actions for students at risk of underachieving. Ability to self-evaluate learning needs and actively seek learning opportunities.	Application Interview
Personal Circumstances	Must be legally entitled to work in the UK. No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required) If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use)	Application Interview
Disposition and Attitude	Ability to relate well to students and adults. Ability to work constructively as part of a team. Ability to remain calm under pressure. Demonstrate good co-operative, interpersonal and listening skills. Demonstrate a commitment to working with children of the relevant age. Ability to use and interpret data. Good sense of humour. Flexibility and willingness to accept change.	Application Interview References

	<p>Willingness to share knowledge, expertise and experience.</p> <p>Ability to self-evaluate learning needs and actively seek learning opportunities.</p> <p>Ability to work proactively and independently.</p> <p>Approachable, courteous and able to present a positive image of the school to callers and visitors.</p> <p>Maintain confidentiality in matters relating to the school, its students and its staff.</p>	
Physical	<p>Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995.</p>	References Interview
Equality	<p>A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.</p>	Application Interview