**PASTORAL LEAD – REFLECTION ROOM – Job Description**

**Grade: G**

**Purpose:**

* To provide effective leadership, support and management of a team that continually enhances the quality of pastoral care within a year group.
* To work effectively with our students, providing an empathic and positive manner in supporting them.

**Reporting to: Year Heads (RSL) AHT / DHT**

**Job role**

**Leadership and student support**

* to promote the HDS pastoral aims, values and ethos
* to liaise with Year Head/RSL to use appropriate data for their year groups to produce reports particularly with regard to rewards, behaviour and attendance through using appropriate data
* To track and monitor the behaviour and attendance of students in cohorts, including vulnerable groups/Pupil Premium students and work with case load
	+ to liaise between school and home
	+ to support students and liaise with external agencies

**Behaviour for learning**

* to support the year teams in implementing effective behaviour management strategies for students
* to monitor rewards and sanctions across the year group, celebrating achievement individually and at assemblies, assisting the year team in applying rewards and consequences fairly and consistently
* to liaise with all staff and in particular curriculum leaders, SLT, SENDCo, Year Heads on student behaviour issues, and to take a leading role in the behaviour system

**Attendance**

* to monitor the trends regarding student attendance and punctuality and organise appropriate interventions
* to organise suitable agreed consequences for lateness
* to help improve attendance for those students identified as persistent absentees
* to work with the Attendance Officer and the Education Welfare Officer (EWO) and tutors, preparing reports regarding attendance data as required by the school
* to liaise with the Student Services Co Ordinator regarding student absences, particularly those below 95%

**General**

* to provide practical and administrative assistance for the pastoral and SEND teams in promoting student inclusion and well-being in order to improve learning
* to work with the Raising Standards Leader/Year Head for their year group to support academic progress
* to promote the inclusion and acceptance of all students and show awareness of policies and procedures relating to child protection, health and safety, security,and confidentiality and data protection
* To develop a complimentary service to encourage further the participation and progress of disadvantaged students including those in receipt of Pupil Premium funding.
* To complete referrals to appropriate specialist support agencies in liaison with the DHT/AHT
* To guide students and, where appropriate, their families to access external agencies e.g. Young People’s Counselling, Multi-Agency Behaviour Support Service.
* To establish and maintain appropriate records of assigned students and keep these secure.
* To participate in broader programmes to develop support and intervention, including guiding students on effective peer support strategies.
* To promote positive values, attitudes and good student behaviour, offer praise and rewards, and promote student successes across the school.

**Each pastoral lead will also have accountability for one of the following roles:**

1. **Safeguarding (1)**
* to complete the Level 3 Safeguarding training at least every two years
* to follow appropriate procedures in a timely manner when concerns are raised, including making online and phone referrals to external agencies for support
* to complete risk assessments for vulnerable students and communicate the contents of these to appropriate staff
* to promote positive wellbeing across the school and liaise with wellbeing lead (run a team of wellbeing ambassadors)
* to coordinate and/or attend meetings with external agencies where necessary
* to use MyConcern to track and monitor any patterns or trends in safeguarding concerns
1. **Transition (1)**
* to collaborate with the admissions, safeguarding lead and SENDCo to triangulate information about upcoming students
* to visit feeder primary schools regularly throughout the year as part of the transition support process and support transition days /Super Saturday
* to lead a nurture/settling in group for students who struggle with the transition process
* to support early identification of need
* to lead the primary to secondary transition process
* to support upcoming year six students and their parents through effective communication and liaising with feeder primary schools
* to support year seven students and their parents by providing effective communication and pastoral support
1. **Breaking Barriers and Wellbeing (2)**
* to liaise with the SEND team to ensure all cohorts of students are supported
* collaborate with external agencies, charities and local businesses to provide varied and engaging interventions to inspire and motivate students
* to act as a Designated Safeguarding Lead within the safeguarding team and support the AHT who is the Designated Safeguarding Lead
* to coordinate and deliver interventions to support students overcome the barriers they face to learning
* to coordinate academic interventions by liaising with teaching staff, raising standards leads and students to ensure they make positive academic progress
* to plan and deliver interventions to meet the pastoral needs of our students, for example; workshops in; behaviour and expectations, self-esteem, social skills, healthy relationships and family engagement
* to conduct restorative meetings between all stakeholders where necessary
* to mentor and coach individual students as required
1. **Reflection and Reset (1)**
* to manage the reflection and reset space in accordance with expectations from AHT i/c behaviour
* to assist the Raising Standards Leads (RSLs) for year 7,8,9,10 and 11 in maintaining school expectations on attendance, behaviour and uniform by challenging students, investigating/recording incidents and managing sanctions.
* to contribute to plans/interventions to improve the behaviour and/or progress of individual students.
* to co-ordinate the detentions system and communications of high tariff detentions or sanctions.
* to provide a ‘day to day’ care, support and guidance service for students, staff and parents. To ensure that advice is given, enquiries are answered and information is provided, and communicated with parents/carers.
* to support the Raising Standards Leads in all year groups with behaviour related administration; to include maintaining secure and up to date pupil records (e.g. incident logs, correspondence, stages of intervention, appropriate welfare information etc…
* to mediate between staff, parents/carers and students to establish and maintain high levels of student behaviour and engagement, especially for restorative work.
* To develop best practice with respect to the organisation of pastoral support plans, reintegration practices/paperwork and the operational management of the internal exclusion room.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the HT/DHT to carry out additional duties within the context of the job, skills and grade

**Person specification Qualifications and experience**

Good pass in English GCSE (or equivalent)
Good pass in Maths GCSE (or equivalent)
Practical experience of managing school computer systems
Experience of working with students across the secondary age range
High quality ICT skills, including thorough working knowledge of Word, Excel, or equivalent.

**Personal Qualities**

Good organisational skills
Ability to work accurately with attention to detail Stamina, energy, resilience and sense of humour Calm and patient
Team player
Flexible

**Skills and abilities**

Ability to complete complex returns, write complex letters and reports Ability to exchange complex information clearly and sensitively Understand and comply with procedures and legislation relating to confidentiality Ability to manage difficult or controversial exchanges
Good understanding of the learning experience provided by the college Understand the importance of physical and emotional wellbeing
Establish effective relationships with those working in and with the college Able to represent the college at LA and consortium meetings
Empathetic, assertive and a good role model
Able to work effectively in teams as member or leader
Able to develop and implement effective systems to share and safeguard information
Able to self-manage, make decisions and work on own initiative
Be well organised
Able to ensure that tight, strict deadlines are met
Demonstrate a highly creative approach to work
Demonstrate a commitment to equality
Understanding of Health & Safety
Understand and comply with Safeguarding and Child Protection procedures Ability to address Senior Leadership Team and Governing Body Demonstrate a clear commitment to develop and learn in the role
Able to effectively evaluate own performance