

## Job Description – Pastoral & Well Being Manager

<b>Role:</b>	Pastoral & Well-Being Manager
<b>Grade:</b>	Grade 7:Point 20 to 25 (£23,357 - £27,163) Actual Salary £20,450 - £23,783
<b>Responsible to:</b>	Head Teacher/Assistant Head Teacher
<b>Working Hours:</b>	37hrs per week, 39 weeks per year (term-time plus 5 INSET days)

### Overall Job Purpose

To promote high expectations for all students and lead on the provision of appropriate support and intervention strategies to ensure that students' educational, social and emotional development needs are met. This will include liaison with all other internal and external stakeholders, including parents.

To promote excellent attendance: reduce levels of absence amongst key groups (including disadvantaged, SEND and vulnerable students): and to work with identified students and their families to increase levels of engagement and ensure that the school's core values are embodied by students consistently.

### Main Responsibilities:

- To provide care, support and advice to students to promote their social and emotional development and wellbeing.
- To develop, lead on and deliver pastoral interventions as agreed by the Inclusion Assistant Head Teacher, to support learning and social and emotional development and wellbeing.
- To evaluate impact of interventions regularly and report evidence of impact and recommendations for change to Inclusion Assistant Head Teacher.
- To liaise with key staff, including the SENCo, relevant SLT and other staff as appropriate.
- To implement, reviewing and evaluate provision plans and monitoring progress for students with additional needs
- Lead groups of staff on bespoke training and development for staff knowledge and understanding of pastoral and wellbeing strategies.
- Leading on attendance strategies of vulnerable individuals and groups, attendance meetings and working in partnership with Educational Welfare Officer, Heads of Year and Assistant Head Teacher in charge of attendance
- To build constructive relationships with parents.
- To implement behaviour intervention strategies as directed by SLT.
- To manage caseload delegated by the DSL, liaising proactively with outside agencies such as social services, police, CAMHS, health care.
- Represent the school in attending safeguarding child in need, child protection and Section 47 meetings for students on their caseload.
- To be friendly, helpful and welcoming to parents and others visiting or contacting the school.

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SCHOOL

- To provide an excellent role model for students.
- To develop a relationship with students, which is professional, firm, fair, caring and friendly.
- To ensure all communication with parents/carers is accurate and timely.
- To assist with the organisation of Parents' Evenings / Open Evenings and other calendared events (such as transition projects, and Year 6 taster days)
- To maintain and update student files, in line with statutory guidance.
- To complete appropriate referrals to external agencies and attend on behalf of the school relevant multi-agency meetings for vulnerable students.
- To identify and work with individual or groups of students to improve their attendance, by following the school's policy on intervention and support strategies.
- To work with parents/carers and agencies to improve students' engagement and co-ordinate parental support and training where appropriate.
- To liaise with relevant SLT to assist with completing audit reports, home visits, FTTA and FPNs as appropriate.
- To collaborate and share good and outstanding practice within the school and the wider community.
- To support the rewards system and promote student progress and self-esteem.

<b>Essential upon appointment</b>	<b>Desirable on appointment (if not attained, development may be provided for successful candidate)</b>
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• A basic understanding of the school curriculum and the needs of learners</li> <li>• Knowledge of the potential barriers to learning</li> <li>• Knowledge of Behaviour Management techniques and behaviour intervention strategies</li> <li>• Knowledge of strategies to support young people's mental health</li> <li>• Good understanding of child/young people's development and learning processes</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of classroom roles and responsibilities</li> <li>• Knowledge of child protection legislation and procedures</li> <li>• Knowledge of school procedures</li> <li>• Knowledge of support services available to signpost students and families to</li> <li>• Working with external agencies to support children</li> <li>• An understanding of the transitions in a young person's life and the effect they can have on them</li> </ul>
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Managing student wellbeing in a school environment</li> <li>• Supporting vulnerable students and working with their families</li> <li>• Administrative experience</li> <li>• Supporting students with barriers due to disadvantage</li> <li>• Experience of working with children and young people and their parents/carers</li> <li>• Experience of working with children and young people who have social / emotional difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working alongside other educational professionals within the guidelines of school-wide policies and strategies</li> <li>• Experience of working with SIMS or a similar data management system</li> </ul>
<p><b>Occupational Skills</b></p> <ul style="list-style-type: none"> <li>• Good listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to analyse the reasons for behavioural problems of the students to</li> </ul>

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<ul style="list-style-type: none"> <li>• Excellent interpersonal communication skills, including influencing skills</li> <li>• Good time management and self-organisation</li> <li>• Numeracy and literacy skills</li> <li>• ICT skills</li> <li>• Ability to maintain confidentiality</li> <li>• Ability to exercise discretion and judgement</li> <li>• Ability to adapt activities to suit the needs of the students</li> <li>• Problem solving skills</li> <li>• Ability to keep accurate records</li> <li>• Ability to work successfully as part of a team</li> <li>• Ability to work on own initiative</li> </ul>	<p>ascertain the needs of the students and formulate an action plan</p>
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Level 3 qualification or equivalent to demonstrate good literacy and numeracy skills</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate first aid training</li> <li>• Mental Health First Aid</li> </ul>
<p><b>Essential upon appointment</b></p>	<p><b>Desirable on appointment (if not attained, development may be provided for successful candidate)</b></p>
<p><b>Other Requirements</b></p> <ul style="list-style-type: none"> <li>• Enhanced DBS clearance</li> <li>• Commitment to the school's policies and ethos</li> <li>• Commitment to Continuing Professional Development</li> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children, young people and their families</li> <li>• Flexibility</li> <li>• Implementing behaviour management techniques where appropriate.</li> <li>• Emotional resilience in working with challenging behaviours and attitudes, using authority.</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding qualification</li> </ul>

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