

## **SUPPORT ROLES**

### **JOB DESCRIPTION**

### **Sheppey Secondary**

**Post: Year Group Manager - Attendance, Pastoral, Safeguarding**

**Responsible To: Inclusion Leader – Attendance, Pastoral, Safeguarding**

**Summary of Post:** To manage attendance, pastoral and safeguarding support for a designated year group, ensuring effective support and management of issues which impact pupil and student attainment.

**Tier of role: Manager/Associate**

#### **Key descriptor: Developing professional**

**Scope of role:** Responsible for resources, whether: people - line management of Apprentices – Specialists; Budget - monitoring of budget(s) working to the SBM, Provision/Service – providing HLTA and pastoral provision and or managing the school estate on a day-to-day basis, working under own initiative, solving complex problems and recommending improvements to work practices.

**Autonomy:** Autonomy in delivering specific responsibilities. Plans own workload and that of the team for the short and medium term and allocates resources as appropriate.

**Knowledge of role:** Knowledge (Level 5+) in a specific field and the appropriate key policies and legislation.

**Skills – Technical & Practical:** Specific higher-level knowledge, skills, and experience relevant to the role.

**Qualifications/Experience:** Level 5+ in a specific relevant field.

**Supervision of others:** Team leader and or line manager of Apprentices/ Support/ Practitioner roles

**Management by others:** Refers complex policy/technical issues to the line manager.

#### **Key Responsibilities:**

1. Ensure high-quality service provision to facilitate the education and operations in the school.

2. Lead on the strategic planning and development across the service.
3. Line manage team members effectively and support their professional development.
4. Provide high-level services, fostering positive internal and external relationships with a focus on continual improvement.
5. Be accountable for all aspects of compliance, health and safety and safeguarding in all aspects of the service.

### **Specific Duties:**

1. To model, promote and encourage buy in of the school's culture and ethos of inclusion, so that the needs of all students are met, enabling them to meet or exceed their full potential.
2. To support delivering a clear character education programme which effectively enables all learners to develop their character, including but not exclusive to, their understanding of British Values and that difference is a positive, not a negative.
3. To support in setting clear routines and expectations for the behaviour of students in all aspects of school life, not just in the classroom, through implementation of clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff.
4. Liaise with colleagues across the Inclusion team (including senior leaders) and external agencies regarding pupils and students causing concern and contribute to discussions regarding appropriate support, undertaking casework (agreed actions) as appropriate
5. Liaise with parents/carers keeping them informed regarding any pastoral/conduct, safeguarding or attendance issues to enable appropriate support to be given and to secure positive family support in meeting school's expectations
6. To provide first aid and administer medication to pupils and students (and colleagues), reporting and recording interventions in accordance with school procedure and notifying parents/colleagues as required. To monitor and order medical supplies as required.

*Note: As a new school, opening September 24, responsibilities and specific duties may be subject to change in the first year of operation.*

### General Duties and Responsibilities:

1. You will be responsible for upholding our values and ethos and championing the inclusion and belonging of our Academy and Trust communities.
2. You will be responsible for protecting pupils and staff from all preventable harm as per Safeguarding procedures.
3. To participate in the staff support & development programme and to undertake training based on individual and organisation needs.
4. To undertake continuing professional development to support our culture of continuous improvement and keep up to date with the skills required to fulfil the role.
5. To comply with all Academy and Trust policies and guidelines as well as legislative requirements. Including education, health & safety, and data protection and all staffing policies.
6. To demonstrate positive personal and professional behaviour as specified in the Staff Code of Conduct.
7. To partake in quality assurance, appraisal and monitoring and meet minimum relevant occupational standards.
8. To undertake any other duties commensurate with tier as may be reasonably requested.
9. Year Group Manager – Safeguarding – Operate as DSL, working with the Lead DSL to taking responsibility for safeguarding and child protection across the school.

*Please note:*

*This job description is a guide to the work you will initially be required to undertake. It summarises the main aspects of the job but does not cover all the duties that the job holder may have to perform. It may be changed from time to time to meet changing circumstances.*

*It does not form part of your contract of employment, and as your experience grows, you will be expected to broaden your tasks, suggest improvements, solve problems, and enhance the effectiveness of the role.*

Line manager's  
signature: \_\_\_\_\_

Date: \_\_\_\_\_



Postholder's  
signature:

Date: \_\_\_\_\_

	<b>PERSON SPECIFICATION</b>  <b>Tier of Role: Support</b>	<b>Application</b>	<b>Interview</b>	<b>Shortlisting Weighting</b>
<b>Knowledge and Skills</b>				
1.	Ability to work unsupervised and be self-motivated	✓	✓	4
2.	Effective written, oral communication and interpersonal skills	✓	✓	4
3.	Effective organisational skills and ability to work to deadline	✓	✓	4
4.	Good IT skills to adhere to college processes and expectations	✓	✓	4
5.	Effective leadership and teamwork skills	✓	✓	4
6.	Actively contribute to the school's Safeguarding practice, procedures, culture and ethos	✓	✓	6
7.	Good customer care skills	✓	✓	4
<b>Education and Experience</b>				
1.	English and Maths Level 2/ GCSE A-C Grade or Grade 4 .	✓		6
2.	Knowledge and skills equivalent to National qualifications Level 3/ A Level.	✓		4
3.	Evidence of recent, continual professional development.	✓	✓	4
4.	Successful experience in pastoral leadership role.	✓	✓	4
5.	Evidence of impact in area of key responsibility.	✓	✓	6
6.	Proven organisation and administrative skills, including report writing.		✓	6
7.	Proven experience of successful line management and delivering staff development.		✓	4
8.	Commitment to undertake continuous professional development	✓	✓	4
<b>Personal Qualities</b>				
1.	Act with honesty and integrity at all times.	✓	✓	6

2.	Commitment to promoting the ethos and values of the school and trust.		✓	6
3.	Ability to work well as part of a team.	✓	✓	6
4.	Maintain confidentiality at all times.		✓	6
5.	Commitment to inclusion, safeguarding and equality.	✓	✓	6

### **Advice to candidates**

This post is subject to an enhanced disclosure from the Disclosure and Barring Service.

In completing your application, please draw attention to the extent to which you meet each of the criteria in the person specification marked as being assessed at application stage. Please use examples of where you have demonstrated the criteria with as much detail as possible to assist in the shortlisting process.

The shortlisting weighting indicates which criteria are the most important to the recruiting manager:

- 6** Minimum/critical - criteria which is essential for the role i.e. it would be extremely difficult for the person to carry out the role without already having these essential skills, experiences or qualifications.
- 4** Important - criteria that would be significant to the candidate being successful in the role. These may be skills, experiences or qualifications that have substantial meaning for the role but could be supported or taught on the job.
- 2** Other relevant -. It would be great if the candidate had but is not expected to be shortlisted.

Failure to meet all the minimum/critical criteria would not necessarily preclude your application. Consideration will be given to experience and life skills. Continual Professional Development will be supported and encouraged.

Please be aware should we have a large number of applications for any of our roles we may complete the shortlisting of candidates based on the minimum/critical criteria only.