

# Pastoral Manager

## Job Description & Person Specification



**Approved by:** Alison Neal

**Last reviewed on:** September 2025

**Next review due by:** September 2026

**Title: Pastoral Manager**

**Salary: £31,980- £45,240**

**Hours/Basis:** 40 hours per week - 39 weeks

**Contract type:** Full time

**Reporting to:** Headteacher

**Responsible for:** Support Staff and Learning Support Assistants.

**Job Title**

Pastoral Manager

**Purpose & Objective**

The role of the PM is to work closely with the Headteacher, SENDCO and teaching staff to oversee and be responsible for their welfare, promote positive behaviour, attendance, attitude to learning and enjoyment of school. Much of the work is self-generating, and the post holder will be expected to operate within established procedures and guidelines and to prioritise day-to-day work, referring only exceptional or complex queries to the Headteacher. The PM is responsible for the safeguarding of the school as the Designated Safeguarding Lead and will work closely with the Headteacher to ensure the safety of all children and staff.

**The Pastoral Manager will:**

- Take a lead role in creating a positive learning environment for students
- Oversee the welfare, behaviour and attendance of all students.
- Have a full and working knowledge of school policies and protocol relevant to post including safeguarding policies, positive behaviour policies and attendance policies
- Knowledge of statutory guidance, policies and procedures relating to safeguarding, behaviour, attendance, health, safety, security, equal opportunities and confidentiality.
- Lead a team of support staff and learning support assistants effectively in establishing and monitoring high standards of behaviour, uniform, punctuality and attendance.
- Encourage high standards of behaviour by implementing the schools positive behaviour support policy, positive handling policies effectively managing and leading on procedures and sanctions relating to discipline to ensure the schools discipline and behaviour policies are adhered to.
- Encourage student trust and confidence in the student welfare and behaviour system.
- Promoting an effective positive rewards system for students within each cohort and ensuring both positive and negative communication between parents/carers and staff are completed and logged.
- Ensure that student opinions expressed through School Councils and student questionnaires are valued and responded to positively.

- Demonstrate effective leadership across the school
- Maintain and enhance the culture that is both supportive and aspirational, ensuring barriers to learning are removed and the needs of SEND students are met, helping them to achieve
- Ensuring the school meets the statutory provision according to the SEND Code of Practice(2015).
- Establishing highly effective working practices with staff, parents and students.
- Supporting leaders and teachers by setting challenging targets and developing clear improvement plans and systems, where the impact of actions can be shown.
- Using data to support, monitor, evaluate and enhance aspects of provision and support.
- Working with positivity, determination, optimism, humour, commitment and a relentless approach to fulfil our school improvement aims.

### Key Accountabilities

**Leadership and Management** – A member of the senior leadership team (SLT) required to take a shared responsibility for leading vision, strategic direction, and innovation to the school by working collaboratively with the Headteacher, Deputy Headteacher and senior colleagues. Strives for continued improvement and growth of the school in accordance with shared values that contribute to improvement plans and desired outcomes. The Pastoral Manager will have line management responsibility and will contribute to the effective day to day management of the school, including the recruitment and induction of new staff, developing, and implementing policies, leading staff meetings, hosting and organising whole school events.

**Teaching and Learning** – Lead teaching and learning (Safeguarding) to support the achievement of students, taking specific responsibility for Safeguarding and Pastoral Support, through use of support and interventions. Provide Teaching and Learning sessions and workshops for all staff to ensure Safeguarding, Behaviour and Attendance remain the highest priority and high strength of the school.

**Behaviour and Attendance** – The Pastoral Manager in the school will lead on Behaviour and Attendance supporting the achievement of students, using informed statutory guidance and policies to promote high standards of behaviour and consistently implement the school's behaviour policy. Ensure attendance at Little Acorns School is managed in accordance to policy and that high levels of strategies and support are available to demonstrate consistent approaches in improving school attendance, but evidencing the high levels of barriers and needs to attendance at Little Acorns. Liaising with parents, carers and other professionals to support attendance to school. Developing and supporting behaviour management across the school in line with schools ethos, values and policies.

**Safeguarding** – Leading on safety of the students, school and staff as per school policies as the Designated Safeguarding Lead. Liaising with parents, carers and professionals to ensure safeguarding is a priority across the school. Developing safeguarding within the curriculum to ensure students are able to keep themselves

safe and understand the support they can access as and when needed. Ensuring high levels of CPD are available to all staff considering contextual and needs based safeguarding. Ensuring a robust and effective reporting and recording system captures data to support students and staff. Working closely with external agencies for referrals and support. As the DSL, he/she will. Maintain an up-to-date knowledge of safeguarding, attendance and behaviour related to educational research and statutory guidance to inform practise.

**Community** – Promote and model excellent relationships with parents and carers. Ensure the relationships are based on mutually supportive partnerships to improve pupils' learning, engagement, and achievement. Develop the students interactions and exposure to the community as part of Active Citizens and the schools whole school personal development approach. Support the schools commitment to a community school and make links with community events, projects and opportunities. Develop relationships with local schools, both mainstream and specialist to promote positive opportunities for students.

### **Reflection and Innovation**

- Champions best practice and securing brilliant outcomes for all students regardless of background.
- Continually reflects and assesses progress towards targets, and explores creative strategies, to strengthen the impact of provision.
- Develops strong relationships with colleagues in local and national networks to improve academic and social outcomes for all students.
- Shapes the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Inspires and influences others to believe in the fundamental importance of education in young people's lives and to promote the value of education

### **Other duties and responsibilities**

All staff are expected to:

- follow the School's Safeguarding policy and procedures, to ensure the well-being of all students in their care is their highest priority.
- actively support the ethos of the School.
- contribute to the day-to-day running of the School and follow its policies and procedures.
- contribute to the extra-curricular provision in the School.
- organise and prepare for all lessons and share good practice with colleagues wherever possible.
- take an active role in ensuring the realisation of the School Development Plan.
- teach lessons which meet students' specific learning needs, assess, monitor and

record progress and be up-to-date with curriculum developments.

- lead by example and embody the ethos of the School.
- undertake any other duty deemed reasonable by the Headteacher

### **Professional development**

- Take part in the school's appraisal procedures
- Participating in arrangements for further training and professional development as appropriate, including undertaking training and professional development which aim to meet needs identified in appraisal objectives or in appraisal statements.
- Complete yearly PRICE, Positive Behaviour Support Training successfully.
- Where appropriate, take part in the appraisal and professional development of others

### **Personal and professional conduct**

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

### **REVIEW AND AMENDMENT**

This job description is normally subject to annual review. It may be amended at the request of the Head Teacher or the post holder but only after full consultation with the post holder. It will be signed if agreement is reached.

### **COMPLAINTS**

If, following review and amendment, agreement is not reached, the appropriate procedures as adopted by the governing body/executive team should be used for the settling of any disputes.

**The Pastoral Manager will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct. All staff are required to report all safeguarding concerns to the DSL and record these on MyConcern in line with the schools Child Protection Policy.**

**Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the**

**teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.**

## Person specification

### Method of Assessment (M.O.A.)

A.F. = Application Form; I = Interview; T = Test or Exercise; C= Certificates

Criteria	Qualities	MOA
<b>Qualifications and experience</b>	GCSE or equivalent level, including at least a Grade C in English and maths Level 3 Teaching Assistant (minimum) Level 3 DSL and Local Update PRICE Trainer Qualification (desirable)	A.F./C & I
<b>Skills and knowledge</b>	Knowledge of the National Curriculum A knowledge of the SEND Code of Practice Good listening skills Effective written and verbal communication skills Knowledge of the barriers to learning that pupils may face Tailoring plans and interventions to individual pupils Able to use IT systems and to conduct analysis and produce reports Able to create good relationships with children, staff, parents and external agencies Knowledge of available professional and supportive services in the local area Safeguarding of children and young people Good classroom management An understanding of SEN needs including Autism and Social, Emotional, Mental Health. Knowledge of guidance and requirements around safeguarding children Knowledge of effective behaviour management strategies to promote positive pupil behaviour Good ICT skills, particularly using ICT to support learning Ability to organise and lead the work of support staff Enthusiasm and creativity for new initiatives	A.F./C/I & T

	<p>Demonstrate a high level of written and oral communication skills</p> <p>Promote the ethos of our school</p>	
<b>Personal qualities</b>	<p>A passion for the safeguarding of children, especially young people with SEND</p> <p>A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</p> <p>A warmth and sensitivity in relationships with both children and adults</p> <p>High expectations for children's attainment and progress through a knowledge of attendance and behaviour</p> <p>Ability to work under pressure and prioritise effectively</p> <p>Commitment to maintaining confidentiality at all times</p> <p>Commitment to safeguarding and equality</p> <p>Organised, good time management, proactive and self-motivated</p> <p>Patient and calm</p> <p>Committed to safeguarding, equality, diversity and inclusion</p> <p>Upholds and promotes the ethos and values of the school</p> <p>A flexible approach</p>	A.F./C & I
<b>Other</b>	<p>Commitment to own continuous professional development</p> <p>Willing to work at either of the schools in the Company</p> <p>Able to demonstrate suitability to work with children. This will include motivation, ability to maintain appropriate relationships with children, emotional resilience to challenging behaviour, and attitudes to the use of authority and maintenance of discipline.</p> <p>Enhanced DBS</p>	A.F./C & I

**Working time**

As a member of SLT the Pastoral Manager shall be available for work for 39 weeks in any given year of which between the hours of 8am and 4.30pm, in addition to carry out other duties.

Subject to this, the Pastoral Manager shall be available to perform such duties at such times and such places as may be specified by the head teacher for 39 weeks in any year (12 months from September 1st), excluding time spent in traveling to or from the place of work.

The Pastoral Manager shall, in addition work such additional hours as may be needed to be enable her/him to effectively discharge her/his professional duties, including maintaining student records and systems to ensure the safeguarding of all staff and children at Little Acorns School.

The job description will be reviewed on an annual basis. In addition, it may be amended at any time, after consultation with you. The Pastoral Manager should sign both copies of this job description, one to be retained and one for the head teacher

**The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

**This role is subject to references and an enhanced DBS check.**

**Declaration**

I \_\_\_\_\_ (Insert Full Name) have received, reviewed and fully understand the job description for the SEN Classroom Teacher position at Little Acorns School.

I further understand that I am responsible for the satisfactory execution of the essential functions described there in under any and all conditions described.

Employee Name (Please print full name) \_\_\_\_\_

Employee Signature \_\_\_\_\_ Dated \_\_\_\_\_

Headteacher/line manager \_\_\_\_\_ Dated \_\_\_\_\_