

|  |  |  |
| --- | --- | --- |
| **1** | **Vacancy Details:** *Support Staff Job Description* | |
|  | **Job Holder:** |  |
|  | **Job Title:** | Pastoral Support Manager |
|  | **Line Managed By:** | Director of Student Welfare |
|  | **Salary:** | KR 6 pro-rata |
|  | **Disclosure Level** | Enhanced |
|  | **Working Time** | 37 hours per week (8.30am - 16.30pm) Term time only plus 10 days (INSET/Parents’ Evenings) |
|  | **Date:** | April 2021 |
|  |  |  |
| **2** | **TYPICAL DAY: (Subject to change owing to Covid arrangements)** | |
| **2.1** | **8:30 – 9.20am** | Time to phone parents, see students, do admin and visit Tutor Groups. |
|  | **9:20 – 1:00pm** | On call, providing support to students in the office, supervising internal isolation as part of a daily rota, meeting parents and staff, attending CHIN/CIC/CP meetings, fulfilling safeguarding role, supporting the work of Year Leaders. |
|  | **Morning Break**  **10:30-10:50/10.50-11.10am/ 11.40/12pm** | Managed as a team so as to ensure team continued team availability. |
|  | **11:15 – 11:40am** | Full team available to support with duties, meet students, cover pastoral office, be a visible presence among student body. |
|  | **1:40 – 3:05pm** | On call, providing support to students in the office, meeting parents and staff, fulfilling safeguarding support, to assist the work of our Heads of Years. |
|  | **3:05 – 3:20pm** | Visible presence at end of day in Central Heart, available to students, supporting SLT and duty staff at front of school. |
|  | **3:10 – 4:30pm** | Detentions; admin, phone calls and meetings with parents. |
|  |  | |
| **3** | **Job Purpose (The job’s overall objectives):** | |
| **3.1** | To support the Academy’s main aims of improved student wellbeing, engagement, attendance, progress and achievement through the development and operation of systems which support teaching and learning throughout the Academy.  To follow the academy procedure in Safeguarding to ensure all staff and students are kept safe both in and around the Academy.  To engage appropriately in multi-agency working for the continued protection and development of student wellbeing.  To supervise whole classes during the absence of teachers giving instruction for a lesson as provided by a teacher, ensuring the good behaviour of students and making sure the students engage in the learning activity. | |
|  |  |  |
| **4** | **MAIN RESPONSIBILITIES/DUTIES** | |
| **4.1** | To be responsible for care and welfare of students. | |
| **4.2** | To support students as they progress through the school as their needs change. | |
| **4.3** | To support the Behaviour Policy of the Academy. | |
| **4.4** | To communicate directly with parents to ensure that Academy /Parent Partnership is effective and to keep parents routinely informed of any disciplinary issues relating to their child’s behaviour. | |
| **4.5** | To liaise with the SLT, SENDCO, Form Tutors and teachers to ensure that barriers to learning are reduced and/or removed. | |
| **4.6** | Report any safeguarding concerns to the Designated Safeguarding Lead and to play a proactive role within the Academy Safeguarding Team. | |
| **4.7** | Participate in training and other learning activities as required and attend relevant meetings to ensure own continuing professional development. | |
| **4.8** | To be actively involved in our “on call” system. | |
| **4.9** | To take full part (when available) in Year Group activities e.g. assemblies. | |
| **4.10** | To provide comprehensive information, advice and guidance for students within the Academy. | |
| **4.11** | To monitor and respond to attendance, behaviour, reward, and progress data effectively, to ensure each student is receiving the best possible opportunities for them and the Academy to reach their highest potential. | |
| **4.12** | To support liaison with outside Multi Agency Groups eg Children’s Services. To work in partnership with HOYs to implement and support the development of intervention strategies to promote good behaviour and support students with behavioural and emotional difficulties. | |
| **4.13** | Maintain an understanding of current student support initiatives relevant to the role. | |
| **4.14** | To ensure the appropriate arrangements for students who are unwell or who have accidents during the school year e.g. appropriate work sent home. | |
| **4.15** | To help support the implementation of the Academy’s Behaviour Policy. | |
| **4.16** | To support the effective operation of the Isolation room through participation in the rota system, clear communication with colleagues and effective liaison with teachers. | |
|  |  | |
| **5** | **STANDARDS AND QUALITY ASSURANCE** | |
| **5.1** | Act as a role model in promoting the published aims and ethos of the Academy. | |
| **5.2** | Set a good example in terms of dress, punctuality and attendance. | |
| **5.3** | Attend and participate in out of hours activities such as Academy performances and Prize Giving evening. | |
| **5.4** | Uphold the Academy’s behaviour and uniform regulations. | |
| **5.5** | Attend team and staff meetings. | |
| **5.6** | Work at all times within the Academy so as to support a positive learning and working environment for students and staff. | |

|  |  |
| --- | --- |
| **6** | **INTERVENTION WORK** |
| **6.1** | To support, build confidence and self-esteem of children who have been emotionally damaged by bereavement, bullying, domestic violence etc, providing a safe ‘Haven’ for them for a while under the direction of the Director of Pastoral Care, SENDCO or Heads of Year. |
| **6.2** | To improve their self-esteem, social skills, study skills and anger management via structured programmes under the direction of the Director of Pastoral Care, Senior Leadership Team, SENDCO or Head of Year. |
|  |  |
| **7** | **POLICIES & PROCEDURES** |
| **7.1** | Post holder should demonstrate knowledge and understanding of all of the Academy’s policies/procedures e.g. taking delegated responsibility for the implementation of the Health and Safety Act in the area where you work. |