

**Job Title**

Pastoral Manager

**Job Details**

Salary: Grade 4

Hours: 36.5 hours per week, TTO plus 2 weeks

Contract Type: Fixed Term until 31<sup>st</sup> December 2024

Reporting to: Nominated Member of Leadership Team

**Job Description****Main purpose**

- To enable all pupils to engage in education by providing leadership and support around pupil welfare, behavioural and attendance issues. This will involve working with staff, parents/carers and pupils to address barriers to learning and make sure effective policies and procedures are in place.
- To be a Deputy Designated Safeguarding Lead for the school fulfilling the roles and responsibilities of that post
- Promote the agreed vision and aims of the school
- Support other school leaders to ensure safeguarding and health and safety of all pupils and other stakeholders
- Any other duties as commensurate within the grade in order to ensure the smooth running of the school

**Duties and responsibilities****Safeguarding**

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) parents and carers and external partners to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school
- Establish networking links with other pastoral teams and local offers and services in Birmingham
- Follow the reporting cycles outlined on the schools Safeguarding Calendar

**Working with pupils**

- Identify strategies to help overcome individual pupils' barriers to learning
- Use systems to monitor and feedback on the progress of pupils who are on targeted interventions
- Contribute to the development of pupils' individual support plans and review ongoing progress towards set goals

- Manage the transition of new pupils arriving or existing pupils returning to school, putting the necessary support in place to overcome any barriers to learning and access to education
- Promote high standards of behaviour and consistently implement the school's behaviour policy
- Plan intervention activities which support the inclusion of outside agencies
- Supporting School Council and other steering group sessions.

### **Working with staff**

- Make sure each member of staff has access to, understands and can apply consistently, the school's pastoral procedures and strategies, especially new staff
- Liaise with class teams to support monitoring activities on individual support plans and intervention plans
- Monitor and implement strategies to improve the attendance of pupils who are on targeted interventions
- Work with senior leaders to develop whole-school pastoral care policies and action plans
- Use meetings to share good practice and deliver training such as inset days

### **Working with parents/carers and external agencies**

- Act as the lead point of contact for parents/carers in relation to pastoral and safeguarding concerns involving relevant staff members as necessary
- Communicate with parents/carers following incidents, safeguarding concerns and social and emotional well-being support to discuss the effectiveness of the support in place for their child
- Maintain regular contact with parents/carers to discuss their child's welfare and attendance
- Build positive relations with parents/carers to encourage family involvement
- Communicate with parents/carers about specific support in place for their child
- Assist parents/carers with any information they need to support their child
- Liaise with external support agencies and professionals as required, to cater for pupils' individual needs
- Build and refresh knowledge on the range of external support available that could support pupils' individual needs
- Assist in the co-ordination of events (parents evenings, peer mentors, transitions, Prom) and arrange attendance of agencies who could provide family support, advice or guidance such as family fund, Mencap
- To have a good knowledge and of the range of activities, courses, opportunities, organisation and individuals that could be drawn upon to provide extra support for families
- Attending Case Conferences regarding pupils and preparing and submitting reports for these.
- Liaising with mentors in other schools
- Complete home visits and family information forms for all new pupils
- Deliver training and support for parents and families in the form of structured events/workshops
- Employ a range of strategies to engage with hard-to-reach families

## **Administration**

- Maintain accurate and secure records of interventions and relevant meetings following General Data Protection Regulation (GDPR)
- Facilitate the transfer of relevant pupil information inside and outside the school
- Make sure that pupil medical information is updated and that staff are aware of the individual medical needs of pupils
- Complete relevant paperwork required by external agencies
- To undertake appropriate professional development including adhering to the principle of performance management.

## **Other areas of responsibility**

- To meet and greet pupils and be the first point of contact for transport and pupil guides
- Ensure contact is made to parents and/carers whenever incidents/near misses/safeguarding/racial and bullying incidents are made
- To assist in other organisation and supervision of break and lunchtime clubs and activities/ duties
- Contribute information for the annual section 175 audit

## **Attendance**

- Monitor whole school attendance with staff, parents and other stakeholders
- Monitoring pupil attendance and punctuality.
- Managing the school's first intervention programme in relation to attendance and punctuality, including writing to and meeting parents when there are concerns.
- Ensuring effective communication between all staff regarding identified pupils and between school and home.
- Arrange for work to be set and collected for suspensions and exclusions and other pupil absence
- Supporting the reintegration of pupils who have been subject to fixed term suspensions and exclusions
- To provide support staff with a range of inclusive strategies and interventions to raise pupil attendance levels
- To plan and monitor personal intervention strategies for individual children and families that will raise attendance across the school as a whole
- Where appropriate, to provide support to reach targets and raise attendance levels throughout the school through meetings with teaching staff, support staff and parents and other professionals.
- To ensure that a system of attendance monitoring and follow up is embedded into school processes
- To help raise standards across the school, which may include:
- Identifying any specific underachieving key stage, pathway or class groups or any other groups of concern (eg. Free School Meals, English as an Additional Language, Pupil Premium) and helping to introduce methods and programmes to improve attendance in these areas
- Liaising with teachers and other support staff regarding promoting good attendance throughout the school so that staff are aware of the routes they can take where there may be concern about a particular pupil.
- To create and analyse data on attendance levels throughout the school and to identify specific class or individuals achievement levels so as to monitor any deterioration or improvements in any area.

- To act as a contact for, and provide regular communications with, parents and attend and provide support at parent meetings in order to meet and discuss aspects of relevant pupil attendance and find solutions to any potential problems or barriers.
- To design, manage, attend or help support any inclusion activities for those pupils under attending and liaise with other staff with skills in specific areas to increase attendance levels through personalised support.
- To ensure all tasks are carried out with due regard to Health and Safety including lone worker processes for home visits.

**Supervision received**

- Supervising officers job role: DHT/Lead DSL as required
- Level of supervision: Left to work within established guidelines subject to scrutiny by supervisor
- Plan own work to ensure the meeting of defined objectives

## Person specification

Criteria	Qualities	Essential	Desirable
<b>Qualifications and training</b>	Level 2 qualification in English and maths and relevant qualification in working with children, young people and families	√	
	Willing to train to be DSL and willing to complete training to deliver approved programmes to parents, carers and families	√	
<b>Experience</b>	Experience working with children, young people and families in any setting	√	
	Experience working with children / young people with additional needs		√
	Experience supporting and working with parents of young people with additional needs		√
	Experience of successful planning and delivery of targeted interventions	√	
	Experience working effectively with colleagues and external stakeholders (eg. from external agencies)	√	
<b>Skills and knowledge</b>	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/Microsoft office and to conduct analysis and produce reports	√	
	Able to create good relationships with pupils, staff, parents and external partners	√	
	Knowledge of available support services in the local area		√
	Safeguarding of children and young people	√	
	Add any further skills and knowledge needed		√
<b>Personal qualities</b>	Patient, calm and tenacious	√	
	Solution focused and positive in the face of adversity	√	
	Wants to provide the best possible opportunities for all pupils	√	
	Organised, good time management, proactive and self-motivated	√	

	Upholds and promotes the ethos and values of the school	√	
	Able to work under pressure and prioritise effectively	√	
	Maintains confidentiality at all times	√	
	Committed to safeguarding, equality, diversity and inclusion	√	
	Able to work well with others as well as using own initiative to work alone	√	
	Understands the pressures facing families with disabled children and can act with compassion and understanding	√	