



JOB DESCRIPTION

Form
JD1

JOB TITLE: Pastoral Care Manager

POST NUMBER:

REPORTS TO:

Head Teacher

DEPARTMENT: Danesgate School

GRADE: 10

JE REF:

0060/0421

PANEL DATE:

20/04/2021

1. MAIN PURPOSE OF JOB

To take responsibility for ensuring that the children and young people receive a level of day care which displays a commitment to the philosophy of the Danesgate Community. To promote partnership between school, parents/carers, and authorities, which will promote the physical, intellectual, emotional and social development of our children and young people in order that they may achieve their full potential.

2. CORE RESPONSIBILITIES, TASKS & DUTIES:

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| i | Ensure that all policies, procedures and practices reflect the school's commitment to the importance and value of the individual. To challenge and change any policy, procedure or practice which is discriminatory or prejudicial and which does not reflect or promote the ethos of the school and ensure that they successfully reflect good practice and expectations of the Danesgate Community, Ofsted and legal guidance. |
| ii | Ensure that all children and young people are treated with dignity and respect, in an environment which reflects the importance of and their right to be treated as valuable worthwhile individuals. |
| iii | Take every step necessary to ensure that our children and young people are protected from neglect, abuse and exploitation. |
| iv | Where deemed necessary by the Head Teacher, to support class teachers by assisting in classroom management and by providing basic supervision and day care skills in relation to pupils. Advising staff in successful behavioural resolution. |
| v | To assist in developing and implementing individual educational and behavioural programmes. |
| vi | To maintain strict confidentiality in all areas of work. |
| vii | Establish a clear network for the delegation of responsibility within the staff team, which is both effective and demonstrably accountable. |

	viii	Ensure adequate support and direction is given to all members of the staff team so that they may carry out their delegated duties effectively - specifically observing practice in managing behaviour and advising/directing staff with regards to this.
	ix	Set up and maintain a system of structured supervision of staff which is both evaluative and developmental and one which promotes good practice. Apply performance management systems in the school, which enables staff members to receive an annual appraisal.
	x	Support the writing and fulfilment of day pastoral care systems and rotas (e.g. breaks, lunchtime etc).
	xi	Contribute to the development and continuous review of policies which govern the operation of the school. Enable the staff team to remain actively involved in policy development.
	xii	Attend and take an active role in all Senior Leadership Team meetings.
	xiii	To take responsibility for the daily running and management of the school logging systems; safeguarding, behaviour, attendance, RPI, strategically evaluating these and recommending appropriate actions to SLT.
	xiv	Promote and maintain effective channels of communication within the school, organise and chair staff team meetings where appropriate.
	xv	Take responsibility for the monitoring and maintenance of pupil medication systems.
	xvi	Take responsibility for the strategic monitoring of pupil attendance and RPI statistics.
	xvii	Contribute to the annual review process by providing appropriate reports in line with school policy and procedure.
	xi	To attend LAC meetings where appropriate and provide appropriate reports in line with school policy and procedure.
	xii	To be Designated Safeguarding Lead (DSL) and to maintain training and knowledge around this
3.		<p>SUPERVISION / MANAGEMENT OF PEOPLE (Number of staff reporting to jobholder and nature of supervision eg full line management responsibility or day to day supervision of work)</p> <p><u>Direct</u> Safeguarding team (3 staff members), supervisory responsibility, full line management responsibility</p> <p><u>Indirect</u> Supervision of work of all classroom staff (62 members of staff – day to day supervision, advice and SLT link). Indirect dynamic responsibility in managing behaviour, safeguarding and attendance on site. Dispersed across the site.</p>

4. CREATIVITY & INNOVATION

Setting up new reporting and strategic systems (incorporating MIS) in order to analyse the trends and pro-actively plan and respond to behaviour, attendance and RPI data. Acting upon data from logging systems to enable successful, positive and strategic pastoral outcomes for young people. To report this data to governors at FMC meetings termly and to advise SLT of data trends and implement strategies for managing these issues.

Coordinating pupil and carer voice systems, ensuring students voice is heard and acted upon. Implementing systems of pupil debrief, restorative behavioural practice and reflective self-regulation in pupils, commensurate with pupils with SEND needs. Managing and inception of capturing pupil voice and contribution to School Development Planning regarding this. Ensuring Safeguarding protocols are understood by pupils via student council.

Embedding new systems and protocols in the daily running of the school operation. Ensuring staff are compliant in recording behaviour incidents, incidences of RPI and attendance interventions. Setting up process for formally managing attendance where it falls below 90% or the SDP agreed target. Reporting to stakeholders in these areas, including identifying trends and putting appropriate interventions in place, allied to evaluating the impact of intervention surrounding behaviour, attendance and RPIs.

Managing safeguarding protocols and systems, flagging concerns, but also pro-actively identifying trends and implementing appropriate training to all staff on a whole school level, as well as on a local level as required.

Ensuring compliance in terms of safeguarding training, statutory and advised for all staff, whole school. Keeping ahead of recent developments in safeguarding protocols, implementing these across the school and ensuring a programme of training is in place.

Creating multi-agency methods of working across the school incorporating external agencies where appropriate in order to ensure safeguarding, behaviour, attendance issues are identified and acted upon promptly. Reporting half termly to SLT on these issues, identifying future opportunities and threats.

To implement structures of Internal Team around the Child. Ensuring individual Risk Assessments, Behaviour Plans, Handling Plans are updated and regularly reviewed. Maintaining these records and holding staff to account regarding these by Quality Assuring and sampling. To ensure parental input into these plans is present and contact is regularly maintained.

5. CONTACTS & RELATIONSHIPS

Internal

All staff - pastoral support (behaviour, safeguarding, attendance issues).

External

Social Care, Youth Justice, Carers/parents, Local Authority officers.

Attending, contributing to and calling meetings with external agencies, in order to secure positive outcomes for young people and to feed back to appropriate staff in school, managing safeguarding team and key workers in order to ensure appropriate coverage.

Working with Admin Safeguarding to ensure records are retained appropriately subsequent to these meetings:

RCPC meeting
Strategy Meetings
Team Around the Child meetings
Professionals meetings
FEHA meetings
CP meetings
Exclusions and readmission meetings

Robust contributions and pupil-centred decisions to be delegated to post holder to take at these meetings. These meetings may involve difficult negotiations e.g. deciding thresholds for Social Care referral and discussing with stake holders (including those families involved) in a transparent fashion. Working in a cooperative fashion, while still retaining the child-centred approach.

Staff Development

To assist the Head Teacher in ensuring that both the personal and professional needs of the staff are identified and as far as possible catered for, therefore expected to:

- Identify the training needs of staff so as to promote their personal and professional development.
- Organise or assist in the organisation of training events both within school and outside from which staff members will benefit.
- Motivate and enable staff members to meet their full potential as effective practitioners of 'High Quality Pastoral Care'.
- To deliver, where appropriate, INSET for staff.
- To operate the schools Internal Quality Assurance, Monitoring and Self Evaluation procedures for staff including appraisal.

<p>6.</p>	<p>DECISIONS – discretion & consequences</p> <p>The post holder will ensure statutory guidance is followed in the areas of safeguarding, attendance and behaviour management, also compliance with Ofsted criteria for CYC and Danesgate.</p> <p>The post holder will be expected to make decisions in co-production with members of SLT. These decisions will impact in the following ways:</p> <p>Staff – recommendations for staff areas of improvement, capability and non-compliance issues, which will have a direct impact upon staff performance. Autonomous advice and direction of staff dynamically, advising in crisis situations, when presented with high level safeguarding issues or difficult behaviours. The professional support offered will enhance the school’s reputation across the city and with stakeholders</p> <p>Exclusions as recommended to Head Teacher, impact on the pupils in terms of educational attainment and carers/parents in terms of managing high level behaviours.</p> <p>Safeguarding referrals and point of contact. Making decisions on threshold with regards to staff seeking advice for next steps, which will impact upon external involvement and involvement of parents, police or outside agencies.</p> <p>Reporting to SLT on attendance, safeguarding, behaviour and RPI statistics. Making decisions in terms of strategic direction of these areas which will have a direct impact on the working practices of all staff and the positive outcomes for all pupils.</p>				
<p>7.</p>	<p>RESOURCES – financial & equipment <i>(Not budget, and not including desktop equipment.)</i></p> <table border="0"> <thead> <tr> <th data-bbox="316 1317 480 1357"><u>Description</u></th> <th data-bbox="1042 1317 1126 1357"><u>Value</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="316 1391 363 1431">n/a</td> <td></td> </tr> </tbody> </table>	<u>Description</u>	<u>Value</u>	n/a	
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8.	<p>WORK ENVIRONMENT – work demands, physical demands, working conditions & work context</p> <p>Work demands</p> <p>Sitting as a member of the Senior Leadership Team, able to work under pressure. To deliver half termly updates to the Governing Body on areas of responsibility and to SLT on a weekly basis. To be able to prioritise and triage daily events and occurrences as they occur, to delegate and monitor events and occurrences as they happen. To be able to direct members of staff to their responsibilities and ensure that follow-up in terms of logging has taken place. To report to parents/carers daily where appropriate in order to follow up and solve issues around behaviour, attendance and safeguarding.</p> <p>Physical demands</p> <p>Team Teach - training provided. Physically managing young people is at times necessary and decisions around when to intervene will be made. This will be in the form of trained holding and Restrictive Physical Intervention of pupils.</p> <p>The daily routine will involve a mixture of office-based and on the ground/corridors across the school liaising with staff and pupils and pro-actively identifying areas to be present. Walking around site will be necessary – all work will take place in school buildings, with periods of time outside as necessary in terms of tracking young people.</p> <p>Working conditions</p> <p>Will work frequently within the school building and sometimes outside in the play areas/grounds of the school. Will at times be office-based.</p> <p>Work context</p> <p>Physically demanding role (see RPI info above). Moderate risk of injury from aggression displayed by challenging pupils, along with high likelihood of abuse – verbal by pupils within a PRU setting.</p>
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<p>9.</p>	<p>KNOWLEDGE & SKILLS</p> <p>Adequate knowledge and insight into all applicable safeguarding and child protection policies and guidance.</p> <p>Professional and up to date awareness of behaviour practices, including restorative practice and outcomes-focussed resolution models.</p> <p>To develop and maintain links with the community outside of the school whilst also ensuring professional links with other agencies or professional bodies. Pastoral Care Manager must promote 'Partnership' with parents / families or carers.</p> <p>Professional knowledge and experience of social care systems and protocols around the care of vulnerable young people, including different tiers and thresholds and referral routes of social care (FEHA, CiN) and experience of Strategy meetings, LADO referrals.</p> <p>Professional experience and knowledge of Safeguarding protocols, including Keeping Children Safe in Education (DfE).</p> <p>Experience in training large groups of staff in whole school contexts.</p> <p><u>Experience</u></p> <ul style="list-style-type: none"> • Minimum of 3 years working in a school or care setting • Experience of working with children • Experience of children with communication difficulties, ASD, ADHD etc • Minimum of 2 years working with children with SEN <p><u>Education / Training / Qualifications</u></p> <ul style="list-style-type: none"> • Previous experience of managing staff • Management related qualification • Level 2 GCSE equivalent English and Maths • NVQ Level III Children & Young People or equivalent • Behaviour Management related • Child Development related <p><u>Special Knowledge</u></p> <ul style="list-style-type: none"> • Experience of timetabling / rota planning. • Experience of staff appraisal/performance management and supervision • Experience of working in the classroom setting and managing behaviour • Ability to provide support to individual pupils • Child related knowledge • Awareness of how to manage a budget area • Knowledge of successful intervention strategies for behaviour and attendance
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Skills - Disposition

- Ability to build positive relationships with children
- Ability to maintain professional standards at all times
- High level of resilience
- Proven communication skills
- Proven interpersonal skills and leadership skills
- Experience of delivering extra - curricular activities
- Experience of multi-agency working
- Experience of working with families

Working Arrangements & Personal Availability

- Able to work within and direct a team of staff
- Able to work within set time frames
- Flexibility

10. Position of Job in Organisation Structure

