

# JOB DESCRIPTION AND PERSON SPECIFICATION

<b>Job Title</b>	Senior Pastoral Leader	<b>Location</b>	Ellis Guilford School
<b>Salary</b>	Grade J NJC 40-43, Actual salary £51,356 to £54,495 per year	<b>Hours</b>	37 hours per week, all year round (52 weeks)
<b>Department</b>	Support staff	<b>Reports To</b>	Assistant Principal

## JOB PURPOSE:

To lead and ensure the consistent and effective implementation of behaviour, attendance and pastoral systems across the Academy, driving continuous improvement in engagement, attitudes to learning and attendance to improve outcomes for all children, acting on behalf of the Senior Leadership Team where appropriate.

## KEY RESPONSIBILITIES AND DUTIES:

### Whole-School Behaviour Systems and Culture

- Lead and ensure the consistent implementation of the Academy's behaviour for learning policy and procedures across all year groups
- Act on behalf of the Senior Leadership Team to ensure behaviour systems are applied consistently and effectively across the Academy
- Oversee the effective operation of the On-Call system to ensure behaviour incidents are managed promptly and do not negatively impact on learning
- Oversee the effective running of internal suspension and behaviour systems, ensuring high standards and consistent practice
- Lead on reintegration processes to ensure children returning from suspension or absence are supported effectively and sustainably
- Undertake regular visits to lessons and around the Academy to ensure expectations are consistently applied and standards maintained

### Attendance and Intervention

- Monitor attendance data to identify trends and ensure timely and effective intervention across identified cohorts
- Ensure that attendance processes and strategies are implemented consistently across the Academy to support improved outcomes
- Work with relevant staff to ensure interventions are targeted appropriately and demonstrate impact
- Promote a positive culture of attendance where children feel supported, safe and motivated to attend

### Pastoral Systems and Consistency

- Work with the Pastoral Team to ensure consistently high standards are maintained across all year groups
- Ensure that pastoral systems and processes are applied consistently across the Academy

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- Support the implementation and monitoring of Team Improvement Plans (TIPs) to ensure effective and consistent practice
- Identify and support the implementation of early intervention strategies to ensure children are adequately supported to be successful

## **Inclusion, Safeguarding and External Agencies**

- Support the safeguarding team in ensuring children are appropriately identified, supported and safeguarded in line with Academy policy
- Ensure safeguarding concerns are escalated and recorded appropriately and in a timely manner
- Work with external agencies to ensure appropriate support is in place for children and their families
- Support referrals to external provision and ensure appropriate processes are followed consistently
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## **Quality Assurance and Impact**

- Use data intelligently to identify trends, target interventions and evaluate impact across the Academy
- Lead culture walks and other quality assurance activities to ensure consistency of practice and high standards
- Provide feedback to relevant staff to support improvements in behaviour, attendance and pastoral provision
- Ensure interventions are tracked effectively and demonstrate measurable impact on behaviour, attendance and outcomes

## **Operational Support and School Contribution**

- Work with the Senior Leadership Team to support the effective day-to-day running of the Academy
- Provide support for complex or high-level behaviour incidents to ensure appropriate and consistent outcomes
- Maintain a visible presence across the Academy to support the consistent application of expectations and systems
- Attend and support whole-school events to reflect the Academy's inclusive ethos and professional expectations

## **General Responsibilities**

- Establish and maintain positive relationships with children, staff, parents and external agencies
- Ensure communication is timely, professional and in line with Academy expectations
- Contribute to the wider life of the Academy and uphold its values and ethos
- Undertake any other reasonable duties appropriate to the role

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## **OTHER PROFESSIONAL REQUIREMENTS**

- Attend Parents Evenings as required.
- Be willing to use own vehicle to conduct visits in the community with other staff
- Establish effective working relationships and be an effective role model to children through own personal presentation as well as personal and professional conduct.
- Have elevated expectations for every child
- Co-operate with other staff to ensure sharing and effective usage of resources to the benefit of the school, department, and children.
- Work as a team member and identify opportunities for collaborating with colleagues and developing effective practice with them.
- Perform break, lunch and other form of duties as required by the school.
- Undertake other reasonable tasks as required by the Principal and Regional IT Manager.
- Contribute to the school's form tutor programme

This job description is not necessarily a comprehensive definition of the post, and the post holder will be required to undertake other duties appropriate to the grade and character of the work as directed. The job description will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the post holder. The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Principal.

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JOB REQUIREMENTS:		
	Essential	Desirable
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Maths and English GCSE to Grade C or above (or equivalent)</li> <li>• Evidence of relevant professional development in behaviour, pastoral support or inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Degree in a related field or equivalent experience</li> <li>• Safeguarding / Child Protection training</li> <li>• Team Teach training (or similar)</li> <li>• First Aid training</li> <li>• SEMH-related training or qualifications</li> </ul>
<b>EXPERIENCE, KNOWLEDGE AND UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>• Significant experience of working with secondary-aged children in a school or similar setting</li> <li>• Experience of working with students presenting challenging behaviour</li> <li>• Experience of implementing behaviour management strategies and responding to behaviour incidents</li> <li>• Experience of working effectively with vulnerable students across a range of needs</li> <li>• Experience of supporting the implementation of attendance and pastoral systems</li> <li>• Knowledge of implementing and applying a school's behaviour policy consistently</li> <li>• Knowledge of effective strategies to improve behaviour, attendance and engagement</li> <li>• Knowledge and understanding of current safeguarding requirements and best practice</li> <li>• Understanding of the role of pastoral systems in improving student outcomes</li> <li>• Understanding of the barriers that may impact on a child's behaviour, attendance and engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading or coordinating pastoral or behaviour systems across a school</li> <li>• Experience of working effectively across multiple year groups or teams</li> <li>• Experience of working with external agencies to support students and families</li> <li>• Experience of contributing to whole-school improvement in behaviour, attendance or pastoral provision</li> <li>• Knowledge of whole-school behaviour systems and approaches to improving consistency</li> <li>• Understanding of alternative provision, reintegration and inclusion strategies</li> </ul>

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	<ul style="list-style-type: none"> <li>• Knowledge of the importance of confidentiality and appropriate information sharing</li> <li>• Awareness of multi-agency working and the support available for children and families</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of analysing data to identify trends and inform interventions</li> <li>• Knowledge of local authority processes and external agency support</li> </ul>
<b>SKILLS AND PERSONAL ATTRIBUTES</b>	<ul style="list-style-type: none"> <li>• Ability to build effective and professional relationships with students, staff and parents</li> <li>• Strong communication skills, both written and verbal</li> <li>• Ability to influence and support staff to ensure consistent practice across the Academy</li> <li>• Ability to prioritise workload and manage competing demands effectively</li> <li>• Strong organisational skills and attention to detail</li> <li>• Ability to analyse information and use data to inform decisions</li> <li>• Ability to remain calm and professional under pressure</li> <li>• Commitment to high expectations and standards of behaviour and conduct</li> <li>• Ability to support the consistent implementation of systems and processes across the Academy</li> <li>• Resilience, initiative and a proactive approach to problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading or contributing to quality assurance activities (e.g. culture walks, monitoring)</li> <li>• Ability to provide constructive feedback to support improvement in staff practice</li> </ul>
<b>CREATIVE EDUCATION TRUST VALUES</b>	<p>All colleagues are expected to demonstrate the Creative Education Trust values in their work by:</p> <ul style="list-style-type: none"> <li>• <b>Empowering Ambition:</b> Supporting personal growth, innovation and high performance.</li> <li>• <b>Championing Equity:</b> Promoting fairness, inclusion and high expectations for every student.</li> <li>• <b>Unlocking Opportunity:</b> Helping create access to knowledge, experiences and networks that broaden horizons.</li> </ul> <p>These values should be evident in how the post-holder works, collaborates and contributes to the wider Trust community.</p>	
<b>EQUAL OPPORTUNITIES</b>	A demonstrable commitment to supporting and promoting safeguarding, student welfare, equality and diversity	
<b>SAFEGUARDING</b>	<p>A thorough understanding of up-to-date safeguarding requirements and best practice</p> <p>Committed to the highest standards for child protection.</p>	

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<b>OTHER REQUIREMENTS</b>	Elevated expectations for every pupil and a proven history of making a difference to the learning and experiences of children inside and outside the classroom.  Commitment to and vision for developing links with the local community.
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**Creative Education Trust is committed to safeguarding and promoting the welfare of our children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake relevant safeguarding checks in line with Government safer recruitment guidelines.**

