



Pastoral Support Leader

Salary / grade range	PO3 SCP 32 - 35 (FTE £41,511 - £44,711 or £36,782 - £39,618 actual)
Contract	Permanent, full time, term time only +10 days
Location	Co-op Academy Priesthorpe, Priesthorpe Lane, LS28 5SG
Reports to	Vice Principal (Behaviour and Inclusion)

Purpose of role:

- Take professional responsibility and lead on pastoral support issues across the academy.
- Develop strategic approaches and action plans for all aspects of student support in the academy.
- To lead and manage by providing professional skills and technical capabilities, specialist subject knowledge, and integrity in decision making that is required for effective student support.
- Coordination and oversight of all provisions for student support. Working with Year Managers, Year and KS Leaders to ensure all students fully access and benefit from interventions and support programmes.

Key accountabilities (and specific duties / responsibilities):

Specific Responsibilities

Support for students

- Contribute to academy improvement through strategic planning to be incorporated in the Academy Development Plan and SEF.
- To lead strategies which support consistently high quality Behaviour for Learning (B4L), and emotional and social issues within all year groups, and manage positive interventions when necessary.
- Monitor behaviour data, highlighting patterns and trends and using it to inform strategies to support improving Behaviour for Learning (B4L) across the academy.
- Prepare reports for senior and middle leaders that highlight the impact of actions taken and report to ALT half termly.
- Manage the development of Behaviour Passports and monitor their effectiveness in improving behaviour.
- Lead the development and implementation of an SEMH framework to support students transitioning into and out of The Bridge, ensuring effective reintegration and sustained engagement in education.



- Coordinate support for students in lessons who are experiencing difficulties with Behaviour for Learning.
- Be responsible for the support of students with integration and reintegration issues within their wider social environment.
- To be accountable for implementation of a positive ethos within year groups and promote Priesthorpe's positive B4L for students within these groups.
- To support the work of the Emotional Wellbeing Officer to raise the self-esteem of students across the Academy.
- To provide clear guiding principles and strategies for academy teaching staff, which supports consistently positive student behaviour within classrooms and beyond, at social times.
- To work with the Vice Principal (Behaviour and Attitudes) to review, create and implement academy policies linked to Behaviour for Learning.
- To drive forward innovation within the pastoral team, developing the skills and impact of Year Managers and Behaviour Support Workers, through the provision of high quality CPD.
- Reinforce and support academy rules and uniform expectations with all students and their parents.
- To coordinate the academy's duty rotas, ensuring they are delivered effectively at break time, lunchtime and beyond the academy day.
- Meet fortnightly with the Year Manager team, recording actions, and provide appropriate training, where necessary via associate meetings and staff training days.
- To support the Designated and Deputy Designated Safeguarding Lead around key elements of Safeguarding and Child Protection.
- To provide line management of the Whole School Referral/Room for Improvement ensuring a good quality environment for learning.
- To support behaviour in The Bridge, directing staff to ensure appropriate levels of behaviour support are in place at all times and any calls for additional support are responded to quickly.
- Support the effectiveness of transition of students into and out of The Bridge provision.
- To provide a framework for all incoming and outgoing 'off site directions' and ensure all staff follow the correct protocol to ensure students have a positive experience.
- To be responsible as the first point of contact for the community regarding student interactions and Support positive communication with families and the wider community.
- Lead on capturing and representing student voice on behaviour for learning across the academy, ensuring regular feedback is gathered and used to inform and improve pastoral support strategies.

External Agencies

- To manage contact with other agencies, including KS3 and 4 Alternative Education providers, on behalf of the academy and parent/carers and to liaise with all parties on a regular basis. Ensure providers are on the approved list or Ofsted registered.
- Be responsible for liaising with Key Stage Leaders regarding appropriate provision, transport arrangements and the management of students at providers.
- To represent the Academy when requested at external agencies or other professional meetings.



- Liaise with the Vice Principal regarding timetable and qualifications provided by external curriculum adviser.
- Liaise with Arbor and be the schools point of contact for any issues or updates with the system.

Student suspensions

- Manage the processes by which Year Managers ensure sufficient and appropriate work is made available to parents during a student's suspension.

Promoting the Interests of the Academy

- To actively lead colleagues in Academy promotion strategies, with particular reference to prospective students, parents and staff at local primary academies.
- To support the transition of students identified with Social, Emotional and Mental Health issues from primary to the academy.

Management (implementation) including Performance Management

- Be responsible for positive and effective communications with Academy teams, external agencies and stakeholders.
- Manage conflicting priorities and various workplace demands.
- Be accountable for own performance management, setting challenging objectives/targets in line with the academy priorities.
- Support the recruitment and induction process for members of the behaviour support team.
- Line Manage the Year Managers and Behaviour Support Workers including Performance Management Objective Setting and Reviews.
- Manage the professional development of the Year Managers and Behaviour Support Workers, including providing and leading on appropriate CPD.

Monitoring

- Actively monitor systems to achieve efficiency and value for money.

Evaluation

- Evaluate impact of resources and systems, ensuring value is added.

Integrity

We expect our students, staff and parents to act with integrity at all times. Day to day this means courteous and positive communications with each other, always being honest with themselves and others, and representing themselves and the academy at all times in a positive way.

Strategic Direction and Development of Priesthorpe Academy

The post holder will be expected to support and promote the development and progress of the academy, its students and staff. In this role the post holder will be key in developing policies and strategies to contribute to academy improvement.



All staff are expected to:

- Facilitate open and clear lines of communication with all stakeholders.
- Contribute to the academy's development and implementation of policies.
- Support all staff in achieving the academy's priorities and targets.
- Ensure parents are well informed about the academy and their child's progress.

Working with Staff

The post holder will promote positive and professional working relationships between all staff within the Department and academy. They will also be expected to:

- Support the implementation of the academy's Performance Management policy.
- Follow the academy's quality assurance processes.
- Liaise with appropriate colleagues to ensure that individual needs of students are identified and met.
- Promote an inclusive environment and support the development of strategies to improve attendance.

Child Protection and Safeguarding

- Ensure that the child protection policies and procedures adopted by the Governing Body and Co-op Academies Trust are fully implemented and followed by all staff.

Our Policies

All staff will fully support and champion, Safeguarding, Child Protection, Equality and Diversity and the Prevent agenda at all times, as appropriate.

Other

- Coaching Group responsibilities

NOTES

This job description allocates duties and responsibilities but does not direct the amount of time to be spent carrying each of them out. The job description is not necessarily a comprehensive definition of the post. Employees will be expected to comply with any reasonable request from the Principal to undertake work of a similar level that is not specified in this job description



Person Specification

Personal attributes required (based on job description):		
Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I)
Qualifications <ul style="list-style-type: none">• Thorough understanding of child protection legislation and trained in child protection issues, with experience of successfully developing policy and its strategic application in the organisation.• Relevant degree or professional qualification in education, youth or social work at Specialist/Advanced level, with substantial experience of application to develop policy and procedures.• Holds a valid and up-to-date Designated Safeguarding Leader (DSL) training certification.	Desirable	A
Experience <ul style="list-style-type: none">• Substantial and wide ranging experience of long and medium term strategic planning to maximise student outcomes• Relevant experience in a school setting leading and managing change.• Experience of working in a multi agency setting with successful outcomes.	Desirable	A/I



<ul style="list-style-type: none"> • A thorough, up to date understanding of the specialist support services available to young people. • Use of relevant ICT software packages. 		
<p>Skills, Ability, Knowledge</p> <ul style="list-style-type: none"> • Proven ability to plan strategically to coordinate the impact of multiple staff and agencies in student support. • To have a knowledge of Arbor and demonstrate proficient ICT skills. • To be able to use initiative and have problem solving skills. • To be able to monitor and evaluate procedures effectively. • Communicate effectively with students, parents and other colleagues. • Work effectively under pressure, particularly when dealing with conflicting priorities. • Organise, develop and monitor effective systems. • Take initiative and work independently. • Prioritise and plan to ensure completion of tasks while working to a high level of accuracy. • Coaching and counselling skills. • Ability to motivate and engage young people to address the difficulties they are experiencing at home/school that affect their ability/willingness to learn. • Clear understanding and commitment to Restorative Practice principles, be able to develop and manage its use in school. 		A/I
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Be innovative and creative in developing solutions • A record of reliability and integrity • Demonstrates fairness, honesty and integrity in his/her existing practice and conduct as a professional • Humour, optimism and ambition • Willingness to participate in further training and CPD 		A/I



Academies Trust

<ul style="list-style-type: none">• Self-motivated• Be hard working and emotionally resilient, able to work under pressure, able to prioritise and be flexible working to deadlines• To be able to understand and be committed to equal opportunities for all• Commitment to safeguarding and protecting the welfare of children and staff.• Flexible and adaptable to meet the needs of the Academy as it develops.		
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Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check with appropriate childrens and/or adults barred list check if necessary. A person who is included in the childrens or adults barred list commits an offence if they engage in regulated activity from which they are barred.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.