

**Part A - Grade & Structure Information**

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| **Job Family Code** | **6BF** | **Role Title** | **Pastoral Support Leader / DDSL** |
| **Grade** | **P6** | **Reports to (role title)** | **Assistant / Vice Principal** |
| **JE Band** | **192-227** | **School** | **The Howard Partnership Trust** |
| **Date Role Profile created** | **December 2021** |
| **Part B - Job Family Description**  The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. THPT reserves the right to review and amend the job families on a regular basis. | | | |
| **Role Purpose**  including key outputs | | The Pastoral Support Leader will work to support raising the attainment of our must vulnerable learners across the school, and developing approaches to keep all students in education, in school, and in lessons. They will work closely with colleagues across the school to maintain the high expectations which we have of our students, and develop relationships with parents/carers, other providers, and external organisations to ‘Bring out the Best’ in all our young people. They will recognise that behaviour is a form of communication and that they need to work with the students to identify what they are trying to say through their behaviour.  Key duties include but are not restricted to:   * Manage the Pastoral Support Room on a daily basis, receiving students for both planned and unplanned Out of Circulation (OoC) arrangements. * Ensure that suitable interventions are in place to support students with self-regulation, including therapeutic work, restorative justice dialogues, and reflective activities for students. Intervention for students with SEND need to be discussed/planned in conjunction with the Inclusion Faculty. * Administer behaviour logging and maintenance of records (including detentions) on SIMS. Ensure communication happens effectively with all stakeholders (students, staff, and parents/carers). * Work closely with the Year Teams, Senior Pastoral Team and Inclusion Faculty. Provide comprehensive feedback as required regarding student behaviour. * Deliver training to school staff on specialist areas related to behaviour. * Provide specific support and intervention for identified students. Providing 1:1 and small group intervention for students in all years. * Maintain pastoral records pertaining to individual students * Has weekly meetings with line manager to discuss behaviour issues and approaches at the school * Deputy Designated Safeguarding Lead * Attend weekly Safeguarding Team meetings * Liaise with the DSL where behavioural incidents overlap with safeguarding incidents. * Work closely with relevant external organisations (including social workers, police, healthcare, and other professionals) to aid the resolution of behaviour incidents in school, and ensure that students are in lessons as much as possible. * Oversee and monitor Alternative Provision and those students who are refusing to attend or at risk of exclusion – proactively seeking ways to keep them in education, or return them into education following periods of absence. * Support vulnerable students in achieving their full academic potential * Build strong relationships with parents/carers, including offering advice where appropriate * Undertake other tasks as directed by SLT | |
| **THPT Work Context and Generic Responsibilities** | | * Maintain confidentiality in and outside of the workplace. * Be pro-active in matters relating to health and safety and report accidents as required. * Support aims and ethos of the school setting a good example in terms of dress, behaviour, punctuality and behaviour, punctuality and attendance. * Uphold and support the School’s Policies and procedures on Behaviour | |
| **Line management responsibility**  if applicable | | None | |
| **Budget responsibility**  if applicable | | None | |
| **Representative Accountabilities** Typical accountabilities in roles at this level in this job family | | **Analysis, Reporting & Documentation**  • Provide and manipulate data for statistical purposes and run and present standard reports.  • Prepare and despatch a range of correspondence/documents to facilitate efficient response to enquiries and timely conclusion of any process connected with the defined area of activity.  **Service Delivery**  • Deliver a range of administrative and/or customer/consultancy services in support of existing systems or processes to agreed standards, to maximise service quality and continuity.  • Receive and respond to everyday enquiries from colleagues and customers to provide a timely, courteous and effective service.  **Planning & Organising**  • Support a group of senior staff/service team, ensuring confidentiality, and assisting in the effective organisation of internal/ external meetings and activities to support a high standard of office organisation.  • Plan and prioritise own week-to-week work activities, to ensure operational efficiency. Refer to more senior colleagues for prioritisation of non–standard work.  **Finance/Resource Management**  • Follow established ordering procedures to ensure adequate resources are available.  **Work with others**  • Maintain a network of contacts, knowing who to liaise with on key issues to report on and resolve issues.  • Communicate and liaise with service users and/or external contacts, usually through established routine connections as own section of work requires.  **People Management**  • Guide junior staff in duties to facilitate their development and ensure routines observed.  **Duties for all**  Values: To uphold the values and behaviours of the organisation.  Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.  Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others.  To have regard to and comply with safeguarding policy and procedure as appropriate. | |
| **Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics** | | • Minimum 5 GCSEs at Grade C or above, or equivalent, or able to evidence ability at an equivalent level.  • Relevant HR, management, communication, business administration or financial qualification to NVQ Level 2/3, or able to evidence knowledge/understanding of relevant discipline.  • Familiar with one or more of the specific processes used in the relevant discipline.  • Ability to apply relevant health and safety, equality and diversity, and other County/Service policies and procedures.  • Competent in a range of IT tools.  • Ability to work with others to achieve objectives and improve customer service.  • Good written and oral communication skills with the ability to build sound relationships with customers.  • Good administrative /organisational and analytical skills.  • Ability to prioritise and plan own workload in the context of conflicting priorities and work on own initiative.  • A methodical approach to information gathering, recording and reporting.  • Previous relevant work experience.  • Experience of maintaining business processes and systems.  • Ability to guide and support less experienced or more junior colleagues (for some roles). | |
| **Details of the specific qualifications and/or experience if required for the role in line**  **with the above description** | | * Experience of working with professional agencies who support young people * Experience of Safeguarding young people * Experiences of making a positive impact on the life chances of young people * Knowledge of positive behavioural approaches in school * Knowledge of schools, what teachers and other staff do and the roles and responsibilities of parents / carers * Knowledge of current safeguarding and other issues affecting children and young people * Good written and oral skills * Ability to communicate effectively * Ability to deal with confidential information sensitively and appropriately in line with school policy * Ability to use ICT, including Teams, Excel, Word, Outlook, and ideally MyConcern and SIMS. * Willing to undertake training as appropriate and develop skills to support the role * Understanding of the needs of students * Ability to be positive, proactive, and to priorities work and take effective decisions while working under pressure.   The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS).  THPT is committed to the safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. | |
| **Role Summary** | | Roles at this level provide a business support service as part of a specific service or service team. They will carry out a range of administrative tasks using knowledge of general office  routines and procedures, together with a broad understanding of the department and how the tasks directly support the service or service team. The work is within established processes and  procedures and while it may not be subject to direct supervision, guidance is readily available. They will be expected to organise their own workload and set their own priorities within short, e.g.  day-to-day or week-to-week timescales, usually reacting to clear deadlines or processes. They support more senior staff by executing the detailed processes in specific aspects of business,  financial, communication, facilities and/or HR administration and will be fully versed in all the procedures of their specialism. They may be involved in guiding the work of more junior staff. For  some roles, customer service may be the predominant feature, e.g. dealing with a variety of clients in relation to a department’s activities. Others may support a group of more senior staff  with some of the more routine duties and ensure matters are dealt with appropriately when they are out of the office. | |

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