

Job Description

- POST:** Pastoral Senior Operations Leader
- RESPONSIBLE TO:** Headteacher and Deputy Headteacher Pastoral
- SALARY:** Grade 10
- LOCATION:** The Wilnecote School
- WORKING PATTERN:** 37 Hours per week Term time only
- DISCLOSURE LEVEL:** Enhanced DBS
- KEY RELATIONSHIPS:** Pastoral Deputy Headteacher and Headteacher, Lead Pastoral Officer and Pastoral Year Officers, SENCO and Inclusion team, admin support (behaviour logs), Trust safeguarding lead, teaching and support staff

RESPONSIBLE FOR:

Under the direction of the Pastoral Deputy Headteacher, lead and support the Pastoral Year Team to enable them to effectively co-ordinate the support and provision for students who need help in overcoming barriers to learning and developing their potential by raising standards of behaviour for learning. The role will bridge the gap between the senior leadership team and the pastoral and inclusion teams.

MAIN PURPOSE:

- Raise standards of behaviour uniform and behaviour across the school
- Manage challenging pupil behaviour.
- Reduce the number of students at risk of suspension and permanent exclusion.
- To lead on a consistent standard of the materials required in preparation for a reintegration meeting those present have access to the appropriate evidence and can set the most suitable targets to stimulate improvement behaviour and avoid repetition.
- Having strategic oversight of policies and procedures relating to ensuring good Behaviour for Learning
- Development of an effective whole school Attitudes/Behaviour for Learning and Safety culture
- Ensure rigorous monitoring of whole school behaviour standards.
- Provision of professional development and support opportunities to ensure the highest standards of behaviour management among staff.
- Accountable for the coordination of offsite Provision and specific intervention for targeted students
- Timetabling students appropriately to meet their needs and organise their transport.
- Lead and support restorative practise in school
- Provide reports to SLT and Governors regarding pupil behaviour patterns.
- Be the first point of support for the pastoral team.

SPECIFIC RESPONSIBILITIES:

Leadership:

- Working as part of the schools Senior Leadership Team (SLT)
- Contribute to fulfilling the schools' pastoral accountabilities and expected standards.
- Lead on the continuous improvement of pastoral standards in school through clear vision and strategy
- Enable, empower, and motivate others to promote the delivery and outcomes of the school's pastoral strategy.
- Understand, anticipate, and identify opportunities and risks in relation to school pastoral delivery.

Support for Pupils:

- To lead strategies that enable pupils to manage their behaviour and in achieving their social and behavioural targets both in and outside the classroom.
- To lead on targeted pupils who are experiencing difficulties in managing their behaviour by supporting them outside the classroom/social group.
- To lead the team who support individual pupils experiencing difficulties in managing their behaviour by supporting them outside the classroom/social group.
- To lead the team in assisting pupils back into the classroom/social group when they have regained management of their behaviour and self-regulated.
- To set a good example to pupils through own presentation and personal and professional conduct.
- To plan individual personalised plans and provide support which best meets the learners needs.
- To work with and make referrals to external agencies.
- To complete regular action plans and progress reviews with the pastoral team.
- To maintain good attendance of learners at one-to-one sessions and liaise with staff regarding attendance issues.
- To lead on pastoral support to learners to ensure their overall health and well-being e.g. providing emotional support, encouragement and building self-esteem.
- To keep up to date with current developments in supporting students who face challenges in learning and social emotional development.
- To ensure learners are aware of the full range of services offered including welfare and careers guidance.
- To actively participate in team training events/meetings and share good practice.
- To assist and encourage learners with individual needs in their progression routes e.g., applying for college or seeking employment.
- To guide pupils in a manner which will maximise their individual potential by adapting to their needs.
- Support transition of students with behavioural needs in transition - visiting students in situ, meeting parents ahead of joining school
- Design and deliver parental workshops as part of an intervention support for those identified as being at risk of suspension or exclusion.
- Strategic oversight of all students on report and on the different tiers of intervention
- To identify high profile students requiring additional support to meet the standards and expectations of behaviour and to take on the role as pastoral target group lead until they are ready to reintegrate with Pastoral Year officers and the year group.

- Attend the Behaviour and Inclusion senior team meeting to guide decisions of upscaling or downscaling of interventions based on evidence.

Support for Teachers/Teaching Assistants/Pastoral team and Education Keyworkers:

- To support teachers with the behavioural management of groups and individuals within the whole class setting, so that teaching objectives are met, and best use is made of teaching time.
- Support teachers in establishing and maintaining a purposeful working atmosphere and setting high expectations for pupils' behaviour.
- Lead Pastoral team training and Team meetings to ensure consistency in the delivery of key policies such as Behaviour and Anti bullying.
- Support SENDCo/teacher, to set clear targets for social and behavioural achievement of individuals and groups of pupils.
- Contribute to developing and implementing of policy and good practice for pastoral and behavioural support which reflects the school's commitment to high achieving and effective teaching and learning.
- Contribute to the monitoring and evaluation of pupils' progress in achieving pastoral and behavioural targets; using outcomes of evaluation to assist further improvement. Learning
- Assist the teacher with preparation of and delivery of lessons, Schemes of Learning and Schemes of Work for KS3 and KS4 learners.
- Monitor student behaviour data/attitude to learning and give specific feedback to the teacher that will help students to reach their target grades.
- Lead role in both behaviours walk support and on call pastoral support, role modelling appropriate responses and restoration.
- Lead on serious incident investigations where targeted students are involved and there is a likelihood of multiple day suspension or possible permanent exclusion.
- Ensure the curriculum remains ambitious for those students in receipt of behaviour intervention.
- Lead communication with all staff on student intervention such as suspension, internal exclusion, Internal Alternative pathway and tiers of reports.
- Implement and support all policies.
- Ensure that support for the behaviour management of pupils is consistent with the school's policies and programmes, sharing good practice with colleagues.
- Support the pastoral team to reduce the number of missed detentions and ensure there are high standards expected in these and these sessions are purposeful.
- Assist in establishing good relationships with parents and carers, Governors and the trust providing information about social and behavioural progress and targets.
- Ensure social time supervision is matched to the areas of risk based on behaviour data.
- Show a commitment to Growing Great People both in their own professional development and in that of others.
- Support the compilation of a permanent exclusion evidence base should it be required. Visit and conduct welfare checks/safeguarding/progress checks hereby a student is educated off site at an Alternative curriculum provision, completing necessary.

Broader Responsibilities:

- Take ownership of various projects to meet the needs of the school in order to achieve project goals and assist the effectiveness of whole School behaviour and standards.
- Follow up on communication with parents/carers.
- Support the safeguarding of students and staff.
- Support the school's vision and ethos.

- Promote actively the school's corporate identity and policies.
- Participate actively in the Growing great people.
- Comply with the School's Health and Safety Policy and to undertake Risk Assessments, as appropriate.

Knowledge & Skills:

- Ability to undertake work of a variety of advanced tasks which require detailed knowledge.
- and skills in a specialist discipline to enable the post holder to provide advice and support to others.
- High level of experience when dealing with students who exhibit challenging behaviour which has led to successful changes in behaviour.
- Considerable safeguarding experience preferably as a DSL
- Working knowledge of meeting the needs of young people and the implementation of strategies to support their development.
- Considerable experience manipulating behaviour data to pinpoint hotspots, target students and impact of measures taken.
- Considerable experience identifying barriers to learning that trigger poor behaviour choices and working with students, parents and school to resolve issues.
- Attention to detail and ability to present data in a user-friendly format.
- Ability to work to deadlines and liaise appropriately with staff, at all levels, in order to support the assessment findings for learning across the school.
- Experience of working with social services, making referrals and supporting the student and family

Miscellaneous:

- Always maintain confidentiality in respect of school related matters and prevent disclosure of confidential, sensitive information in line with data protection legislation.
- Undertake any other duties commensurate with the level of the post, as required from time.

Whilst every effort has been made to explain the main duties and accountabilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this Job Description.

Employees are expected to be courteous to colleagues and provide a welcoming environment for other professionals, students, parents, visitors, and those making contact by telephone.

The school will endeavour to make any necessary reasonable adjustments to the Job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment of any employee who develops a disabling condition.

This Job Description is current at the date shown but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the Job which are commensurate with the salary and Job Title.

Safeguarding Children

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty -

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Person Specification

Our Values and Vision

These are our values. They can be thought of as our 'non-negotiables' - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement - Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

Achievement - 'letting your light shine': All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement - relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

The Trust Board sees all members of the Trust's staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of

team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

	Essential
Qualifications	<ul style="list-style-type: none"> ▪ Undergraduate qualification or equivalent (level 5) or can demonstrate a relevant level of experience in this sector
Experience, Skills, and knowledge	<ul style="list-style-type: none"> ▪ Experience in a school-based role committed to the inclusion agenda. ▪ Experience and knowledge of pastoral processes that lead to raising of standards of behaviour. ▪ Experience of gather, interpret data and put in place impact driven actions. ▪ Experience of working with students demonstrating challenging behaviours ▪ Ability to remain calm in situations of high tension. ▪ Ability to work constructively as part of a team. ▪ Experience of making referrals to and working with external agencies. ▪ Ability to relate well to children and to adults. ▪ Ability to plan and develop systems. ▪ Full working knowledge of relevant policies/codes of practice/legislation ▪ Good ICT and record keeping skills. ▪ Good organising, planning and prioritising skills. ▪ Methodical with a good attention to detail
Personal Qualities	<ul style="list-style-type: none"> ▪ Pupil and relationship focused. ▪ Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. ▪ Open, honest and an active listener ▪ Takes responsibility and accountability. ▪ Committed to the needs of the students, parents and other stakeholders and challenge barriers and blocks to providing an effective service. ▪ Demonstrates a 'can do' attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. ▪ Is committed to the provision and improvement of quality service provision. ▪ Is adaptable to change/embraces and welcomes change. ▪ Acts with pace and urgency being energetic, enthusiastic, and decisive. ▪ Communicates effectively. ▪ Has the ability to learn from experiences and challenges ▪ Is committed to the continuous development of self and other by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.
Other	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people. • Willingness to undergo appropriate checks, including enhanced DBS Checks • Motivation to work with children and young people. • Ability to form and maintain appropriate relationships and personal boundaries with children and young people