



Pastoral & Inclusion Manager
SCP 31 - 35
Permanent
Oasis Academy Lister Park

Welcome from the Principal

At Oasis Academy Lister Park we are committed to providing the best possible educational experience for the families and community we serve. We set very high expectations for all our students both academically in terms of progress and exam results.

The climate for learning in Oasis Academy Lister Park is based upon our insistence on self-discipline and a 'can do attitude' that promotes a positive approach to learning. This starts with the professional expectations we demonstrate as teachers and support staff, and how lessons are prepared and differentiated to meet every student's academic and pastoral needs.

I am incredibly proud to be the Principal of such a vibrant and progressive Academy that works hand in hand with its community to ensure that our students develop the right character whilst they are in our care.

Our ethos is built firmly on our pillars of the community: mutual respect, pride, creativity, resilience, ambition and an atmosphere which regards the whole community as our family.

Our aim is to develop open-minded, flexible, resilient young people who can be successful in modern Britain and contribute positively as global citizens.

The curriculum students will enjoy whilst at Lister Park enables them to progress to the top universities and apprenticeship programmes, but I firmly believe in balance and the emphasis we place on arts and practical subjects. This allows all our students to have successful outcomes and develop their areas of interest and excellence through a comprehensive extra-curricular programme.

Should you wish to arrange an informal visit the academy prior to application, I would be more than happy to welcome you. Please contact Human Resources by email at tracey.halls@oasislisterpark.org to arrange a visit or if you need any further information.

I look forward to receiving your application.

Ian Simpson
Principal
Oasis Academy Lister Park

Oasis Community Learning develops and promotes 9 character habits as an integral part of our ethos as a Trust.

Compassionate <i>'To be compassionate and kind whilst acting justly.'</i> Compassion is the ability and willingness to place ourselves in the position of another and, as a result, be able to show kindness to them, without ignoring or dismissing the truth about their situation.	Patient <i>'To be patient and persevering.'</i> Patience is the ability not just to tolerate delay or something not happening as quickly as we might have hoped for. It is also about the way we wait and the attitude we adopt as we do so, delaying immediate gratification and being prepared to keep going for the long haul, not giving up when things don't work out but finding ways to develop work that is sustainable and grow relationships steadily. As we grow patience we gain a long-term perspective.	Humble <i>'To be honouring of others through serving with humility.'</i> To be humble is to recognise that all people are created equal and are therefore of equal value. Because of this, a humble person will not laud it over others or use power to coerce, or pursue position and status but instead will choose to serve others, seeing their intrinsic worth and giving them honour and encouragement.
Joyful <i>'To be joyful and positive and help others to be the same.'</i> Real joy is not shallow or momentary, but is rooted in a deep sense of contentment with life, free from grasping and striving. Such joy brings peace and calm to ourselves and others. It is liberating and life giving and builds resilience in our lives and the teams we are a part of.	Honest <i>'To be honest and have integrity.'</i> Honesty is about being truthful. Being honest includes acknowledging when we have got things wrong and taking responsibility for our actions. As we do this, we become a person of integrity - there is an alignment between what we say we are and how we behave.	Hopeful <i>'To be hopeful in seeking transformation.'</i> Hope is not wishful thinking. It is a belief that causes us to find the light when everything around us feels hard or dark or challenging or without hope. Someone once said that 'you have to kick at darkness until it bleeds daylight'. So hope is about holding on and working for a better tomorrow, despite what the conditions and circumstances say today.
Considerate <i>'To choose to love others like you love yourself.'</i> To be considerate is to see the intrinsic worth in others, to choose to care about them and treat them in the way that you would yourself. That is only truly possible when we understand our own self-worth and function from that place and belief. When we do this it changes the way we see, treat and respond to others.	Forgiving <i>'To be forgiving and committed to healthy relationships.'</i> To forgive another is to choose not to allow their actions and behaviour in the past, which may have hurt or offended us, to determine our behaviour towards them in the future. Forgiveness is never easy but it is always transforming....it always changes things.	Self-controlled <i>'To be self-controlled.'</i> Self-control is having the ability to manage our own emotions and actions. When we have self-control we are not controlled by our own emotions but are able to maintain a right perspective on our life, our work and our relationships. It is a key part of emotional intelligence.



A message from our CEO

A very warm welcome to Oasis Community Learning!

I am delighted that you are interested in becoming part of Oasis Academy Arena.

Oasis Community Learning was established as a Multi Academy Trust in 2004 with the vision to create:

“Exceptional Education at the Heart of the Community”.

We now run Academies in four main regions throughout the UK, providing either primary, secondary or all-through education. All our Academies are committed to providing a rich educational experience and ensuring that every child and young person has the opportunity to achieve at the highest level.

Our ethos is integral to that provision: it is an expression of our character, a statement of who we are and therefore the lens through which we assess all we do. We are committed to a model of inclusion, equality, healthy relationships, hope and perseverance throughout all the aspects of the life and culture of each Academy community.

We passionately embrace learning and are committed to every child within our care reaching their full potential and developing holistically across every area of their lives, both now and in the future.

All of this is underpinned by our philosophy of education which highlights our focus on inspirational leadership, deep learning and healthy communities and aspires to develop the character and competence of every child of every community that we are part of.

At Oasis Community Learning therefore, we believe we are all ‘the architects of our students’ lives’ and as such we are committed to laying the right foundations for every one of our young people.

So we look forward to you potentially becoming part of Oasis.

Best wishes,
John Murphy

A message from our Founder

When I started Oasis, back in 1985, I had no idea it would grow into the wonderful family of charities that it has become today. We have not only become the country's second largest provider of academy schools, educating around 25,000 children and young people, we also provide housing for vulnerable young people, and run everything from community farms to coffee houses and churches to children's centres, and much more besides, in communities from Gateshead in the North East to Bristol in the South West. So, the question is...why?

Not only do we believe a child should receive the very best formal education, but also that there is more to a healthy life and future than simply the knowledge they hold. Every one of us is a product of the community we live in. that's why Oasis is passionate that every community one of our Academies is part of should be a happy, healthy place where every person is included, valued and is able to achieve their full God given potential and thrive. That's why Oasis' vision not only aims to deliver outstanding education, but also to help build great local neighbourhoods.

We're motivated by our core Christian ethos which means that we believe every person – those of all faiths or none – are equally valuable and have a part to contribute in helping this vision become a reality. Helping a young person realise who they are meant to be is about more than simply the qualifications they get or the job they want; it's about how they see themselves and those around them. That's why Oasis' goal is to play its part in helping to create great communities where every young person achieves their best, respects themselves, values those around them and contributes to the good of all.

Steve Chalke, MBE

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Job Description

POST:	Pastoral & Inclusion Manager
RESPONSIBLE TO:	The Principal, under the day-to-day management and leadership of the Senior Leader for Behavior and Safety.
RESPONSIBLE FOR:	N/A
GRADE:	552 points (SCP 31-35)
KEY RELATIONSHIPS:	Academy Leadership Team; relevant teaching and support staff; LA representatives; partner professionals; parents; local community; other Oasis Academies and Oasis Community Learning central staff.
LOCATION:	Oasis Academy: Lister Park
WORKING PATTERN:	
JOB PURPOSE:	To manage, lead and sponsor the pastoral development of the academy and manage the implementation of all necessary processes for the relevant 'key stages' of the curriculum. Provide a complementary service to Academy teachers and support staff particularly in implementing behavioural objectives and addressing the needs of children who need help to overcome barriers to learning both inside and outside the Academy in order to achieve their full potential.
DISCLOSURE LEVEL:	Enhanced

MAIN RESPONSIBILITIES

1. Lead and manage all pastoral matters for pupils and staff in relation to their year groups. Plan, organise and chair regular meetings to ensure that operational pastoral objectives are achieved against the Academy Improvement Plan.
2. Plan and manage all processes and activities needed in relation to the relevant 'key stages' including transition matters, behavioural issues and options procedures, taking into account national strategy/guidelines and liaising with Pastoral Year Managers for other Managers in order to ensure that these issues are effectively handled.
3. Manage and oversee the pastoral development and management of a year group, creating an integrated pastoral strategy (behaviour for Learning Policy/Learning Policy) to provide effective pastoral management for maximum pupil inclusion and attainment in line with the ethos and objectives of the Academy. This will be achieved through the continued introduction of 'restorative practice' and the underpinning culture and inclusion strategy.
4. Identify students at risk of underachievement or where there is inconsistent progress across the curriculum through monitoring of student achievement and analysis of data. Lead the co-ordination of individual work plans and strategies that will meet the motivational needs of students at risk or underachievement/inconsistently progressing, liaising with students themselves, staff and parents to achieve improved levels of inclusion within Academy Policy.
5. Monitor individual work plans, providing a link with parents and carers of individual students when concerns arise and behaviour issues are identified to ensure a consistent response by the Academy and home to difficult behaviour or underachievement. Liaise with teaching staff, learning support staff and others to keep them informed of the progress and situation in relation to individual students of concern, and advise on adjustments to individual plans for dealing with these students.

6. Manage and develop, in consultation with the Senior Leader for behaviour & safety, a prioritised and budgeted plan for the delivery of the extended curriculum identifying appropriate activities to meet the needs of the year group and tutor groups to improve social skills and independence.
7. Create, monitor, record and report all pastoral activity against targets, identifying and highlighting potential changes, developing alternative strategic options to ensure pastoral targets are met.
8. Maintain administrative records for the year in relation to all Pastoral matters, providing information to support the Academy Council, service committees and Academy support groups. Attend a broad range of regular meetings to facilitate the Pastoral work of the team and to ensure a co-ordinated, consistent response to meet student needs
9. Provide facilitation coaching and mentoring support to staff working in the internally excluded room (for students who have been removed from lessons but not excluded from school) to assist them in working productively with students so that they are able to return to lessons.
10. Work with other pastoral year managers to oversee and implement the academy policies such as anti-bullying, inclusion and E-Safety.
11. Ensure that student's behaviour is monitored and supervised as they move around the premises, particularly before, during and after the Academy day, being physically present in and around Academy buildings, monitoring activity at entrances and take a lead role in dealing with any problems with behaviour or conflict issues inside the grounds or in the immediately local surroundings.
12. Undertake cover for absent staff, carrying out supervisory roles as required and providing work in line with Academy Policy, and invigilate Academy Examinations if required.
13. Plan and conduct regular assemblies to engage groups of up to 180 pupils.
14. After training, and if required, to become part of the Academy First Aid team.
15. Lead and manage all pastoral matters for safeguarding and child protection. Complete referrals and plan, organise and chair regular meetings.
16. Liaise with children's services to access services and support for our families.
17. To refer all cases of suspected abuse or allegation to Children and Young People's safeguarding services MASH Team.
18. Act as a source of support, advice and expertise within school when deciding whether or not to make a referral.
19. Prepare or collate reports to and attend, (or ensure school attendance at), Case Conferences, Core Group meetings and other Multi Agency Meetings.
20. Ensure that appropriate support is provided to children subject to Child Protection Plans or other Social Care involvement.

SUPERVISION / MANAGEMENT OF PEOPLE

Direct Line Management responsibility of Pastoral Officers, however, coaching and facilitating between 5 and 10 staff on all issues relating to pastoral matters.

CREATIVITY AND INNOVATION

The post holder will manage the year groups within Academy policy guidelines following best practice and be required to exercise judgement and innovation to achieve their part in the pastoral year goals of the Academy, responding to change or unplanned circumstances within the broad constraints of Academy Policy.

Considerable creativity and innovation required for the development and management of pastoral strategy and in the provision of effective management information to maximise resource effectiveness, support Academy education activity, inform management planning, and comply with strategic and operational reporting obligations.

From analysing the pastoral issues of the year groups to highlight problem areas, specific issues and trends have to be identified and the post holder is required to develop and implement effective solutions to the issues they identify.

The post holder will be required to exercise considerable creativity and innovation in contributing to the Academy's improvement plans, working proactively in relation to underachievers. The post holder needs to develop work plans for these students that will take into account their individual particular set of circumstances and problems and motivate them to achieve. Sometimes their problems will be multi faceted and involve other dimensions, for examples finding ways to engage parents/carer, looking beyond the boundaries of conventional schooling to arrive at a way forward for an individual case.

Supporting the work of staff involved in dealing with “internally excluded” staff requires design and facilitation of training to equip these staff with the techniques required to work productively with these students. The post holder will need to determine the most effective way to plan and co-ordinate all matters relating to the relevant ‘key stages’

Designing and running regular assemblies that will engage and be appropriate for large groups of students presents a creative challenge.

CONTACTS AND RELATIONSHIPS

1. Colleagues on the Academy Leadership Team to plan, develop advise and report on management issues and to agree strategic and long term objectives, and highlight areas of concern.
2. Senior colleagues to plan work, advise on pastoral options and alternatives, report on pastoral and operational performance.
3. External service training and support providers in relation to pastoral issues and the support of students
4. Pastoral Officers to ensure consistent, accurate, reporting and compliance with Academy and Oasis Community Learning Policy.
5. The Senior Leader for Behaviour & Safety to provide advice and information, responding to issues raised, ensure that pastoral issues are competently administered and decisions correctly recorded and implemented.
6. The LEA Attendance Manager and Pupil Inclusion Service for all matters regarding attendance in the assigned year group.
7. Parents maintaining a level of communication appropriate to the year group pastoral / developing appropriate work plans for problem situations/support needed for the maintenance of pupil well being.
8. Pupils, maintaining good working relationships in order to provide high quality outcomes.
9. The local community in order to maintain good relations between the Houses local people / organisations and dealing with any behavioural problems impacting on the local community.
10. Other academies, schools and peer group organisations to share best pastoral year practice, help integrate common services, help evolve joint working arrangements, help co-operate on common initiatives helping to achieve economies of scale.

DECISIONS

Decisions will be within broad Academy policy. The post holder will be required to use judgement and initiative to resolve complex problems that arise. Should the solution involve changes to Academy policy and practice this should be passed on to the immediate line manager for discussion and decision.

Discretion – The post holder will manage within broad Academy policy, protocols and good practice that will involve advising on the setting working standards affecting the Pastoral Group. Direction and guidance will only be sought on strategic or major issues or very serious matters of concern.

The post-holder will develop, monitor and evaluate the effectiveness of pastoral strategy, ensure that pastoral objectives are implemented and continually improve the approach to pastoral matters.

The post holder will exercise discretion and judgement in relation to issues such as when to involve a student’s parents, whether to recommend exclusion (Principal to decide this), when to intervene in a potentially volatile behavioural situation, how to respond to local community groups.

The post holder will decide on the way to spend the motivational budget to maximise its effectiveness and ensure value for money.

Consequences – The post holder’s decisions can have a fundamental consequence on whether appropriate remedial steps are taken as early as possible to deal with students who are underachieving or not progressing. The post holder can recommend exclusion (albeit that this is the Principal’s decision) which will be of major consequence to the student

The post holder must determine a pastoral strategy and is in line with the Academy's overall ethos and objectives. The strategy adopted will have significant effect on the 'school life' (culture, environment, behavioural standards etc) of students and teaching staff

WORK ENVIRONMENT

Divided into 4 sub-categories as follows:

Work Demands – Able to choose between a broad range of options and alternatives to achieve pastoral objectives and deadlines. This post requires the post holder to deal with a range of planned and unplanned issues that occur on a day to day basis. Many unplanned issues are urgent and the post holder has to continually re-prioritise work to balance events requiring immediate attention with the developmental, planning and monitoring aspects of the role.

Physical Demands – The work requires normal physical effort. From time to time it may be necessary to use physical restraint (only where safety of an individual is in jeopardy and there is no other option)

Working Conditions – The post holder will have an office base within the Academy but will be required to visit locations throughout the Academy and in the community to support students. During the Academy day the post holder will spend a lot of time away from their office, to ensure that they have a physical presence in and around the Academy before, during and at the end of the normal timetable.

Work Context – The job requires direct contact with pupils, staff, parents and a wide range of visitors to the school. The post holder may come into contact with conflict situations that may arise within the school, and may come into contact with members of the public in conflict situations (eg in dealing with issues around the school gates). Such contacts may present some risk to personal safety.

The person undertaking this role is expected to work within the policies, ethos and aims of the Academy and to carry out such other duties as may reasonably be assigned by the Principal. The postholder 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.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

Person Specification

Our Purpose

Oasis Academies exist to provide a rich and balanced educational environment which caters for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a 'can do' culture which nurtures confident and competent people.

Oasis Community Learning Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each Academy community.

For further information, please refer to the Oasis Community Learning Purpose, Ethos and Values document which accompanies this job description.

Requirements

	Essential	Desirable
Qualifications	<ul style="list-style-type: none">NVQ4 in classroom support, youth work, child development or other appropriate subject or equivalent experience.	<ul style="list-style-type: none">A current St. Johns First Aid Certificate.Minibus Driver's Certificate.Evidence of Continuous Professional Development.
Leadership and management	<ul style="list-style-type: none">Ability to build trust and respect throughout a diverse team, and develop collaborative and consultative working relationships.The post holder must be able to demonstrate the gravitas and stature needed to inspire, lead and sponsor a robust and positive approach to pastoral matters, amongst school staff and studentsManages complex relationships in a professional and positive mannerOpenly shares information and own expertise with others to enable them to achieve their goals.	
Experience, Skills and knowledge	<ul style="list-style-type: none">Experience in managing, coaching and facilitating staff in a Pastoral situation.Ability to put together integrated strategies within the context of overall objectivesStrong understanding of the Academy's Inclusive pupil policies.Detailed knowledge of the 'Every Child Matters' agenda.	<ul style="list-style-type: none">Awareness and understanding of local and national issues impacting on the Academy Pastoral service delivery and development.

	Essential	Desirable
	<ul style="list-style-type: none">• Experience of working with and mentoring pupils to improve their life chances and opportunities.• Strong organisational and record keeping skills.• Experience of working with learners within a classroom environment, and of setting and raising standards• An understanding of the issues, initiatives, deadlines and targets related to monitoring, recording, reporting aiding Academy pastoral management and improvement.• An understanding of the pastoral process as it relates to school finance and achieving best value in the allocation of Housereward resources.• A knowledge of the risk issues impacting on the staff and pupils of the Academy and the ability to identify and implement an appropriate response with regard to learner safety.• Strong literacy, numeracy, ICT, communication and interpersonal skills that enable effective communication within all contacts and relationships.• Knowledge and confidence in managing financial budgets	

	Essential	Desirable
Personal Qualities	<ul style="list-style-type: none"> • Able to think laterally; to develop creative and innovative ideas and practical solutions • Able to share skills and knowledge within the workplace and provides advice and guidance to others. • Self-motivated, with a 'can-do' approach to problem solving • Commitment to continuous personal development. • A calm, consistent and positive manner, and able to retain composure in pressurised and difficult situations where conflict may be involved • Authority and presence, and ability to influence and engage staff and students • Able to demonstrate appropriate initiative and work unsupervised • Willingness to own the Oasis Community Learning ethos 	

Equal Opportunities - The post holder must carry out his / her duties with full regard to Oasis Community Learning's Equal Opportunities policy.

Health and Safety - The post holder must carry out his / her duties with full regard to Oasis Community Learning's Health and Safety Policies and Procedures