



Bristol Cathedral Choir School

## **Behaviour & Pastoral Support Leader**

CST Pay spine points 22 - 28 (£21,096 – £25,488 pro rata)  
**Term Time only (0.8077FTE)**

**Actual Salary £17,039.08 - £20,586.46**

Required from September 1<sup>st</sup> 2017

### **Post BEHAVIOUR & PASTORAL SUPPORT LEADER**

At Bristol Cathedral Choir School support for students who are finding it difficult to integrate into the school curriculum is provided via the Pastoral Support Team. The Behaviour and Pastoral Support Leader supports all aspects of pastoral care. The role will be working with House Leaders to determine the best support and interventions, and evaluate the impact for vulnerable students, lead meetings with parents/carers, students and outside agencies. There is an expectation to work after school in meeting with students, parents/carers etc.

### **Method of Application**

Applications should be received as soon as possible and by Monday 26<sup>th</sup> June.

Interviews will be held on Monday 3<sup>rd</sup> July.

*Please note that all posts at the School are subject to initial and periodic checks with the Disclosure and Barring Service as the school takes every measure possible to ensure the safeguarding of its students.*

### **BRISTOL CATHEDRAL CHOIR SCHOOL**

<b>Post:</b>	<b>Behaviour &amp; Pastoral Support Leader</b>
<b>Responsible to:</b>	<b>Assistant Principal responsible for House System</b>
<b>Core Purpose:</b>	To support the management of all aspects of pastoral care and student welfare.

**Specific Responsibilities:**

- Organise and prioritise pastoral issues and initiate appropriate action
- Manage and oversee:
  - Internal exclusions
  - Behaviour monitoring systems
  - Attendance for the House
- To implement and analyse the use of data, especially for vulnerable groups of students such as pupil premium, BME etc.
- Re-track students who have been temporarily withdrawn from certain lessons and monitor work set.
- Write behaviour plans for individual students, oversee their implementation, monitor progress and support subsequent reviews.
- Monitor and organise students on alternative curriculum and part time timetables
- Support with the induction of new students to BCCS who arrive mid-term and liaise with parents and previous school.
- Create and maintain a comprehensive and up to date record of intervention and strategies for identified students.
- Co-ordinate support for students with social, behavioural and emotional difficulties, either long or short term, making links with outside agencies as appropriate.
- To support House Leader with their most vulnerable and challenging students.
- Develop, manage and facilitate pastoral support groups within school, such as:
  - Peer listening
  - Young carers
  - Anger management
  - Mentoring with older students
  - Self-esteem
  - Restorative justice
- Prepare documentation and take minutes of meetings (parental, outside agencies)
- Monitor the absence of students and work with Attendance officer to improve attendance e.g. home visits.
- Issue programmes of work for students who are school refusers
- Inform, consult and liaise with SLT, House Leaders, SEND and tutors regarding students concerns. Develop strategies with the teaching staff to promote student inclusion.
- Obtain resources for the school from outside agencies e.g. leaflets and posters.

**Decision Making:**

- The work is carried out within clearly defined rules and procedures involving decisions such as: discretion in giving sanctions for minor infringements, including Level 2 detentions and internal isolation and recommendations on external exclusions; discretion on contacting parents; discretion on making minor modifications to programmes of support.
- The jobholder may make decisions e.g. re type of support programme and disseminate to senior staff, tutor, attendance officer and parent; to individual students on personal and social interaction and emotional management.

**Working Environment:**

- There are frequent interruptions by students, but this is the nature of the post. The job involves resolving some conflicting priorities, particularly as they relate to crisis situations.

- The jobholder comes into contact with students and parents who can be difficult to work with.

**Knowledge and Skills:**

- The jobholder requires a good standard of practical knowledge and skills in supporting young people, building relationships with parents and a range of professionals, learning support techniques and data base and administrative skills.

**General Responsibilities:**

- To establish and maintain effective relationships and communication with staff, parents & students
- To uphold the high standards of the Academy in all communications
- To play a full part in the life of the Academy community, supporting its mission & ethos
- To adhere to the Academy's policies
- To engage actively in the staff review and development process
- To undertake professional development

*Other such duties as shall be required by The Principal in accordance with responsibility*

**Notes:**

The duties outlined in this job description may be modified by The Principal, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

This document does not form part of your contract of employment with the school.

## PERSON SPECIFICATION

Short listing will be based on the criteria listed below in the Person Specification. Applicants should therefore show in their application how their skills and experience match those criteria.

Details of Person Specification	
Job Title: Behaviour and Pastoral Support Leader	

### 1. Skills and Abilities

No	Description	Method of Assessment
1.1	<b>Essential</b> Able to build a good relationship with students while commanding respect and maintaining the ability to impose effective discipline.	Application form/interview
1.2	Willingness to engage with strategies to support vulnerable students.	Application form/interview
1.3	Confidence and ability to communicate concerns and guidance on strategies to teaching staff.	Application form/interview
1.4	Initiative and flexibility. Ability to deal with unexpected or unplanned situations or reactions during the school day.	Application form/interview
1.5	Good organisational skills: keeping accurate monitoring records, managing timetable changes, prioritising demands.	Application form/interview
1.6	Comfortable with the use of basic IT for sharing information.	Application form/interview
1.7	Ability to remain calm under pressure and to de-escalate incidents effectively using a range of strategies	Application form/interview
1.8	Ability to line manage colleagues and hold colleagues to account	Application form/interview

### 2. Knowledge/Qualifications

No	Description	Method of Assessment
2.1	<b>Essential</b> Sound literacy and numeracy.	Application form, certificates, interview
2.2	<b>Desirable</b> Knowledge and understanding of conditions experienced by all students	Application form, interview

**3. Experience**

No	Description	Method of Assessment
	<b>Essential</b>	
3.1	Experience of working with groups of children	Application form/interview
	<b>Desirable</b>	
3.2	Experience of work in behaviour management	Application form /interview

**4. Other Requirements**

No	Description	Method of Assessment
	<b>Essential</b>	
4.1	Commitment to achieving the best for the students worked with.	Application form/interview