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**Head of Pastoral Care and Inclusion JOB DESCRIPTION**

**Salary/Grade - Based on experience**

**Purpose of the job**

* Behaviour Management – day to day support of students with challenging behaviour / oversight of detention schedule and escalations
* PSHE programmes and pastoral support through tutor time
* Ensure the provision provided to the SEN provision students is adequately in place
* Be responsible for the student wellbeing agenda – oversight of Counselling / Mentoring programmes

**Reporting to**

**Deputy Headteacher**

**Liaising with**

**Headteacher, Deputy Headteacher, Subject Leads, Teachers and Learning Support Assistants**

**Working time**

**36 hours per week for 40 weeks a year**

**Specific responsibilities**

***The main responsibilities of the post are:***

**Behaviour Management**

* To be responsible for the implementation of policy, practice and procedures in relation to students’ behaviour / support / social inclusion and to monitor, evaluate and review effectiveness.
* To provide support and guidance to staff on behaviour management strategies and procedures, providing detailed assistance for teachers including in-class interventions.
* To organise on-going and comprehensive training and support programmes for supporting all staff in the school and establishing common strategies for behaviour management.
* To organise and participate in routine classroom and corridor patrols, lunchtime and break duty rotas to support good student behaviour throughout the school day.
* To ensure intervention and inclusion strategies are devised and implemented to effectively support students with challenging behaviour.
* To liaise with the families of pupils with persistent behaviour problems to ensure they support the values and codes of conduct of the school
* To play a leading role in readmission programme on return from an exclusion and/or placement in Isolation to ensure a smooth reintegration into school.
* To ensure that staff covering Isolation devise and implement effective reintegration to support the transition of students’ returning into mainstream school.
* To monitor and evaluate behaviour, exclusion and attendance data, liaising with the Educational Welfare Officer (EWO) where necessary.
* To collate, analyse and share whole school behaviour data including (3rd warnings, GMs, Red Cards and exclusions) on a fortnightly basis
* To work with Assistant Headteacher to develop and sustain elements of the school curriculum which will promote behaviour improvement through whole school strategies for developing social, emotional and behavioural skill including a teaching programme and focus groups work for selected pupils, so that all pupils have the appropriate skills with which to exercise their responsibility towards others and by behaving well at all times.

**Pastoral Support**

* To establish and implement the process of effectively identifying students requiring support and liaising with all relevant staff.
* To make use of existing assessment data to plan and oversee the delivery of a mentoring service to identified students and the setting of appropriate targets for individual students.
* To oversee the management of the Isolation Unit ensuring that students are provided with effective support to meet their needs and that their transition back into mainstream classes is supported effectively.
* To ensure that accurate records of students on learning mentor / behavioural / support programmes are maintained and effective tracking of, monitoring and evaluation of their progress is carried out.
* To liaise with support services inside and outside school, ensuring students have access to a range of agencies, activities and organisations.
* To develop, organise and / or participate in a variety of student support initiatives e.g. anti-bullying campaign, study support clubs, school council debates.
* To strive to achieve family involvement in students’ progress in school.

**People Management**

* To lead and manage the performance of all staff within areas of responsibility by example, communicating effectively, coaching and developing staff and providing regular feedback, to ensure high levels of performance and that agreed objectives are met.
* To oversee the effective deployment of all staff within areas of responsibility.

**General**

* To be flexible within the broad remit of the post.
* To attend school events as required.
* To arrange and give training sessions to staff to ensure that they are aware of procedures and regulations.
* To attend training sessions and meetings as required.
* To keep up to date with developments and changes in legislation and guidance, and communicate appropriate information to colleagues.
* To seek, consider, and act upon professional support and advice as required.
* To ensure compliance within the school of data protection regulations.
* To assist in such duties and activities relating to any of the above areas appropriate to grade as the Headteacher and Governors shall from time to time reasonably require.

**Person Specification:**

**Inclusion Manager**

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| **Criteria** | **Essential** | **Desirable** |
| **Qualifications** | * **English and Maths to a minimum of GCSE level C**
 | * **Degree**
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| **Experience**  | * Experience working within an inner London school
* A minimum of two years’ experience of working with children (either paid or unpaid capacity) preferably in an education setting and working with young people
* Understanding of strategies needed to establish consistently high aspirations and standards of results and behaviour
* Leading and managing a team
* Working with young people and their parents
* Working with disadvantaged students
 | * Experience of working within a counselling environment
* Experience of working with students who have behavioural difficulties
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| **Skills & Abilities** | * Demonstrate high expectations which inspire, enthuse, motivate and challenge students to achieve their best:
* Act as a strong role model
* Strong presence in the school environment
* Good behaviour management skills
* Ability to tailor style to student needs
* Ability to use student data to generate appropriate and effective support
* Demonstrate a strategic and creative approach to problem solving
* Ability to build and maintain effective relationships through excellent interpersonal skills
* Demonstrate excellent communication skills (verbally and written)
* Ability to develop effective teamwork
* Demonstrate inclusive approach to education
* Ability to work under pressure, maintaining a high sense of perspective
* Ability to manage own time effectively
* Commitment to regular on-going professional development
* Commitment to collaborative working practices

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| **Personal Qualities** | * Excellent interpersonal skills with ability to maintain strict confidentiality.
* A diplomatic and patient approach.
* Initiative and ability to prioritise one’s own work and that of others to meet deadlines.
* Able to follow direction and work in collaboration with Leadership Team.
* Able to work flexibly, adopt a “hands on” approach, and respond to unplanned situations.
* Ability to evaluate own development needs and those of others and to address them.
* A willingness to seek specialist advice and awareness of where to seek it.
* Efficient and meticulous in organisation.
* Commitment to the highest standards of child protection.
* Recognition of the importance of personal responsibility for Health & Safety.
* Commitment to the school’s ethos, aims and its whole community.
* Flexible
* Energetic and enthusiastic
* Self-motivated, self- confident, reliable
* Generosity of spirit, sense of humour
* Committed to improving outcomes for all students
* Strong team player
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***The Charter School East Dulwich is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.***

* To liaise with support services inside and outside school, ensuring students have access to a range of agencies, activities and organisations.
* To develop, organise and / or participate in a variety of student support initiatives e.g. anti-bullying campaign, study support clubs, school council debates.
* To strive to achieve family involvement in students’ progress in school.