# ASSISTANT HEADTEACHER - DIRECTOR OF PASTORAL ENGAGEMENT

## PURPOSE OF POST

* To lead the development of pastoral engagement, provision and policy: ethos, aspiration and opportunity, welfare and wellbeing, links with parents and the community and transition at Year 7.

REPORTING TO:Deputy Headteacher

## KEY RESPONSIBILITIES

#### 1 Ethos

* + Working with the Directors of Learning, the school Chaplain, the Director of SMSC and SLT colleagues, to lead the strengthening of the school’s Christian ethos as a community in which all young people, whatever their background and/or starting point, are nurtured to become everything they can be, and are meant to be. To model, advocate and lead the development of a school culture where the highest of expectations of personal conduct, mutual respect, generosity of spirit, kindness, compassion and personal integrity are the guiding values and principles for students and staff.
  + Working with the SLT lead on curriculum, the Citizenship lead, Directors of Learning and the school Chaplain, to ensure that all students understand and learn to respect British values re justice, equality, the rule of law, parliamentary democracy and minority rights etc.
  + To work closely with the Director of SMSC to ensure a range of provision which includes all young people within the community and purposes of the school.

#### Welfare and Wellbeing

* To serve as one of the Designated Safeguarding Leads within school, ensuring that all safeguarding policies and procedures are followed and implemented by staff.
* To liaise with local safeguarding boards and other agencies as necessary in safeguarding and child protection matters and ensure that the school is represented at meetings re students and re broader issues and that staff are fully briefed and report back.
* To keep abreast of e-safety, CSE, FGM, radicalisation and any other safeguarding risks to students, and take the lead on necessary proactive and preventative safeguarding actions.
* Working with the Deputy Headteacher who leads on attendance, and the Student Services Manager to ensure that attendance, punctuality, and Persistent Absence targets are met. To represent the school as necessary at Behaviour and Attendance strategy meetings for Oldham Secondary schools.
* To be responsible for school policy on behaviour, rewards and sanctions, ensuring that clear systems are in place for the effective management of student behaviour at the most appropriate level, and that staff know how to develop and encourage positive attitudes, and responsible, respectful and caring behaviours amongst students.
* To lead and develop the school’s commitment to Restorative Practice which underpins our approach to behaviour management.
* To lead and develop a strong rewards and awards programme, and lead the celebration of student progress, achievement and personal development across year groups.

#### 3 Pastoral Curriculum

* + To lead and manage Directors of Learning to establish a clear ethos and identity for their year group in line with the school’s ethos, vision and improvement priorities, so that pupils know they will all learn and progress, and will become good people that we are proud to know.
  + To lead the development, coherence and ongoing evaluation and improvement of the Wellbeing curriculum, ensuring that it builds progressively year on year, meets student needs, and fulfils all statutory and compliance requirements. To take particular responsibility for leading school policy on CIAG and Sex and Relationships education.
  + To review and refine our systems for, and our approach to character development across all year groups.
  + To lead and manage Directors of Learning to develop and continuously improve the quality of tutoring in their teams.
  + To create systems, structures and opportunities that raise the aspirations of all our young people and inspire them to become everything they can be, and everything they are meant to be
  + To ensure that our pastoral curriculum and offer, appeals and engages **all** pupils and **all** groups of pupils.

#### 4 Student Voice and Leadership

* + To lead the Directors of Learning to develop and build systems and structures which are appropriate to the ethos and character of the school to encourage student leadership and the student voice, drawing particularly on the resource of sixth formers whilst ensuring also that there are opportunities and roles for students in every year to develop leadership skills, contribute to the school community, and help improve it.
  + To oversee and evaluate the DofE programme.
  + To use Student Voice as a vehicle for communication, but also as a mechanism to encourage pupils to take ownership and responsibility for, and to have pride in their school community.

#### 5 Transition

* + - To take the lead in organising and managing the Year 7 Open Days, Intake Evenings, Induction Day(s), and to be responsible for the organisation of liaising with primaries prior to transition. With the Achievement for All lead, to make arrangements as necessary for pupils who may find transition more difficult.

#### 6 Parents and Community

* + To create systems and lead communication to enable all parents and carers to understand and align with the purposes and values of the school, so that home and school work together in the best interests of young people.
  + To create opportunities within school, so that all pupils feel valued as members of the school community, and have the opportunity to add value to the school community as a result.
* To lead and manage opportunities and structures for Blue Coat students to engage with the wider community, locally, nationally and internationally, both to develop students’ social and cultural awareness, and to enable them to contribute positively and ethically.

#### 7 Teamwork

* To work as a team, communicating regularly and frequently with all other members of SLT, and in particular with the SLT leads on achievement and progress, inclusion, and staff development to ensure effective, well-managed care and guidance for all young people.

#### 8 EVC

* To lead on the overseeing of Educational Visits to ensure safety, inclusive opportunities, and the ordered running of the school.

## LINE MANAGING

* Directors of Learning - Years 7 – 11
* Director of SMSC – (matrix management with Head of Department)
* DofE Coordinator – (matrix management with Head of Department)

The job description is current at the date shown, but, in consultation with you, it may be changed by the Headteacher to reflect or anticipate changes in the job which are commensurate with the job title and salary weighting.

**This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.**

**This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service.**

In your letter of application, please *demonstrate* how you meet these criteria.

Do not include a curriculum vitae.

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| DIRECTOR OF PASTORAL ENGAGEMENT | How identified(A/L/I/LO/R) |
| Essential |  |
| Educational Qualifications |  |
| Good honours degree and PGCE | L/A |
| **Desirable** – An additional professional qualification or Master’s | L/A |
| Experience |  |
| Significant and successful experience at senior leadership, or at middle leadership level as Head of Faculty/large department/team leader of tutors with responsibilities for student progress, achievement and development, including responsibility for the line management of other staff and the quality of their work. (The quality and impact of your leadership and management, in terms of students’ progress and achievement and what you learned from this, is more important than the number of years in post). | L/A/R/I |
| Professional Knowledge of |  |
| * the principles of high quality, effective pastoral care, * the barriers many young people face to learning and personal development, and how effective pastoral provision can support their progress and development, * what constitutes high quality social, moral, spiritual and cultural education and how to achieve this, * the law and regulatory framework for safeguarding and child protection, * what constitutes British values and how these can be effectively learnt in schools, * statutory requirements re attendance and best practice in securing high attendance, * best practice in behavior policy and how to implement this and develop staff, * the principles and practice of restorative justice, * character development, mental toughness, resilience, and how this can be learnt in schools, * careers information advice and guidance and how this can be used to provide opportunities and promote aspiration, * how to lead, inspire, manage and hold to account high performing teams, * outstanding practice as a teacher and the ability to add high value to students’ learning and achievement. SLT must be role models for all staff, * change management: how to lead and manage change and improvement as a middle leader, with evidenced impact.  Professional Skills, Qualities and Values | L/I/RL/I/RL/I/RL/I/RL/I/RL/I/RL/I/RL/I/RL/I/RL/I/RL/I/RL/I/RL/I/R |
| Unconditional positive regard for young people. | L/I/R |
| Commitment to the totality of students’ experience; how they can be enabled to develop as independent, resilient and responsible young people, and how this can be realized through the pastoral curriculum and provision. | L/I/R |
| Evidenced understanding of and the ability to respond to cohorts and the needs of individual students to make them feel they belong. | L/I/R |
| Vision, and the ability to be strategic – to stand back, see the totality of the picture, spot/be responsive to trends, plan, communicate, influence others and win their support and commitment | L/I/R |
| The ability to communicate well and persuasively with a range of audiences, staff, parents, students, external agencies. | L/I/R |
| Highly developed organizational skills; the ability to absorb and analyse detailed and sometimes conflicting information/data, and make sense of it. The ability to plan and to create and evaluate effective systems. | L/I/R |
| Commitment to the Christian ethos of the school and able to lead Christian worship with integrity, as part of the school’s Senior Leadership Team. | L/I/R |
| Personal Qualities |  |
| Cheerful and positive outlook, even (and especially) in adversity. | L/I/R |
| Personal resilience and the ability to self-manage and shoulder a significant weight of responsibility. | L/I/R |
| Reflective and questioning – focused on improvement. | L/I/R |
| Evidence-based and solution-focused. | I/R |
| Resourceful and creative. | L/R |
| Presence. | L/R |
| Empathy for and insight into the pressures on and mindset of young people. | L/R |
| Safeguarding |  |
| Displays commitment to the protection and safeguarding of children and young people. | L/I/R |
| Personal Circumstances Senior Leadership posts require a significant commitment beyond the school day, and outside of term time. For the Director of Pastoral Engagement in particular, there is a requirement to be available before and after school on a regular basis to meet/communicate with staff/parents/external agencies | |
| A = Application L = Letter I = Interview LO = Lesson Observation R = Reference  P = Presentation | |

**N.B any candidate with a disability who meets the essential criteria will be guaranteed an interview**