

JOB DESCRIPTION
PRIMARY PASTORAL LEAD

POST HOLDER

DEPARTMENT	Bournville All-Through School
RESPONSIBLE TO	Head of Academy, Assistant Head Teacher – Primary Lead
LINE MANAGEMENT OF	N/A
WORKING HOURS	37 hours per week Half an hour unpaid lunch break Term time only
WORKING PATTERN	Monday to Thursday 08:00 until 16:00 Friday 08:00 until 15:30
SALARY	FMAT Scale SC5
HOLIDAY ENTITLEMENT:	A paid entitlement of 25 days' annual leave and eight statutory holidays

JOB PURPOSE

To lead on the pastoral and overall student experience of pupils within the primary phase. To assist with the safeguarding, SEND and attendance needs within the primary phase. To provide guidance and support to improve standards of achievement of all pupils within the primary phase. To assist in removing barriers to learning, progress and attainment of all pupils within the primary phase.

This job description lists the major duties and requirements of the job and is not all-inclusive. Under the direction of the Head of Academy, the postholder may be expected to perform duties other than those contained in this document and may be required to have specific job-related knowledge and skills.

MAIN DUTIES AND REQUIREMENTS SPECIFIC TO THIS POST

CORE TASKS

1. To work under agreed line management to deliver a specialist pastoral support service bridging learning and pastoral support for children and those engaged with them, in order to remove barriers to learning and raise standards.
2. To carry and manage a case load of pupils and offer timetable support to individual pupils throughout the school.
3. To develop and maintain effective and supportive relationships with children and their families.
4. To provide a complementary service throughout the school that enhances and extends existing provision in order to support learning, participation and encourage social inclusion.

5. To work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to all children.
6. To be a key point of contact for safeguarding issues.
7. To work closely with the school attendance officer in regards to monitoring and improving attendance and punctuality and to provide support to families where needs be.
8. To work closely with the SENCO and be the primary liaison for staff, pupils and families.
9. To co-ordinate the care for medical needs of pupils.
10. To lead the organisation of Primary first aiders.
11. To lead lunchtime supervision activities so pupils are provided with an engaging lunch time.
12. To be a key point of contact for new parents to the school during the school year.
13. To lead a varied extra-curricular programme for pupils after school.
14. To lead staff CPD in regards to pastoral care.

SUPPORTIVE RELATIONSHIPS

1. Establish referral procedures and criteria for pastoral support. Specify clearly cases that require highest and or immediate priority.
2. To have lead responsibility for identifying pupils needing pastoral support and for providing comprehensive assessments of their personal, social and emotional needs.
3. To manage and be responsible for a caseload of individual pupils including those with complex and challenging needs. Innovate and deliver effective, alternative programmes to raise motivation, aspirations and develop positive behaviours. Review support and progress with the pupils.
4. Act as key focal point for pupils needing additional care, guidance and support and those going through complex key transition stages in their lives e.g. family break up, loss, bereavement, friendships and illness.
5. Develop and implement individual plans that challenge inappropriate behaviour, build positive self-image, enhance educational achievement and reduce the likelihood of exclusion and early antisocial behaviour.
6. Be responsible for clear communication with teachers, support staff, families and professionals in order to promote the effective use of cohesive behaviour management strategies.
7. To liaise with the SENCO in regards to the SEND caseload of individual pupils including those with complex and challenging needs. Review support and progress with the SENCO and be a key point of contact for staff and families.
8. To liaise with the attendance officer in regards to individual. Review support and progress with the SENCO and be a key point of contact for staff and families.

EXTENDING SUPPORT FOR LEARNING, PARTICIPATION AND SOCIAL INCLUSION

1. Ensure the speedy and effective transfer of information within and across educational establishments and settings.
2. Be responsible for ensuring continuity of support for those identified pupils throughout the transition process by liaising with key staff in schools to which pupils are moving.
3. Liaise with SLT to implement and sustain support programmes for targeted groups at risk of underachievement e.g. LAC, Young Carers, FSM.
4. Monitor and evaluate the effectiveness of planned activities and the level of participation of those who take part in the programmes.
5. Work with others to develop and implement strategies to improve attendance.
6. Assist with the management of the exclusion and reintegration of pupils who have been excluded from learning.

7. Take a lead on the primary phase's work on Anti Bullying.
8. Take a lead on the primary phase's work on Attendance.
9. Take a lead on the primary phase's after school extra-curricular programme.

WORKING IN PARTNERSHIPS

1. Act as first call for parents and carers. Develop a wide range of approaches to help them support their children's learning, positive behaviour, attendance and wellbeing. Facilitate links between parents and external services.
2. Act as single point of contact for accessing specialist support. Collate detailed knowledge of support agencies and relevant schools. Develop and sustain effective working relationships with staff in other agencies, schools and the Multi Agency Team.
3. Agree and record arrangements for joint working by taking an active role in ensuring support meets the needs of young people in a focused and integrated way.
4. Take responsibility for agreeing mutual roles, responsibilities and protocols for sharing of information between local agencies, schools, authorities and other staff.
5. Take responsibility for liaising closely with senior staff about safeguarding, child protection and identifying risk harm indicators. Keep relevant staff informed and contribute to joint decision making.
6. Act as Lead Professional and complete CAF when appropriate.
7. Attend Core Groups and Child Protection Conferences as deemed appropriate by the Head teacher, managing all paperwork and information required.

MAINTAINING PROFESSIONAL COMPETANCIES

1. To operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them.
2. Ensure high level of professional competences by attending regular training, undertaking further qualifications and self-study.
3. Provide advice and contribute to specialist training programmes for school staff on social and emotional aspects of care, guidance and behaviour management.
4. Take part in annual professional reviews. Draw up an action plan which contributes to and complements the School Improvement Plan for inclusion and raising standards.

SUPPORTING THE SCHOOL

1. Develop policies and practices that benefit children and young people. Review, evaluate and challenge policies and practices that are not working.
2. Evaluate own work and provide comprehensive evidence for the Head of Academy, Governors, SLT and inspectors that demonstrates the impact that pastoral support has on pupil progress.
3. Take responsibility for managing systems and administration supporting pastoral work. Ensure they are compatible with whole school procedures and communication methods.
4. Maintain a budget supporting pastoral activities. Provide reports on projects showing expenditure, value for money and impact.
5. To work within and encourage the school's Equal Opportunity Policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.
6. Comply with all school policies.
7. Any other duties deemed necessary by the Head of Academy and which are commensurate to the nature and purpose of the role.

GENERAL

1. Promote and safeguard the welfare of students you come into contact with.
 2. Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
 3. Be aware of, support and ensure equal opportunities for all.
 4. Contribute to the overall ethos/work/aims of the Academy.
 5. Appreciate and support the role of other professionals.
 6. Attend and participate in relevant meetings as required.
 7. Participate in training and other learning activities and performance development as required.
 8. To perform any other such duties as the Head of Academy may from time to time determine.
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NAME: _____

SIGNED: _____

DATED: _____