

Job Description

Pastoral Strategy Leader Primary Transition and Year 7



Post Title:	Pastoral Strategy Leader MEA Central – Transition and Y7
Post Holder:	
Purpose:	<ul style="list-style-type: none"> • To remove barriers to learning through strategic planning and intervention. • To lead students in making the choice to learn and excel. • To co-ordinate the work of Form Tutor teams. • To monitor attendance, behaviour and the progress made by each student in their year groups and manage interventions. • To liaise with parents/carers and external agencies. • To support the delivery of the 'Fantastic Future' Curriculum – the Altius Trust's PSHCE provision for the cohorts. • To ensure an effective transition between the primary phase and Altius Trust schools.
Reporting to:	Vice Principal
Responsible for:	<ul style="list-style-type: none"> • The safety and well-being of all students within the Academy and the successful implementation of the Trust safeguarding policy. • Improving the attendance, punctuality, behaviour and progress of the students they lead through monitoring, challenging, supporting and planning intervention processes. • Ensuring that all students have access to an enriching, stimulating and well planned SMSC experience which helps them to move forward towards our goal of a 'fantastic future for all' our students. • Providing an effective transition process which delivers a safe, happy experience that ensures excellent academic progress.
Liaising with:	Curriculum Leaders, Other Trust departmental staff and support staff, SENCO and all necessary external agencies
Contract type:	Permanent, Full Time Altius Trust Contract

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.

General Information	
Equality of Opportunity	<ul style="list-style-type: none"> • As a member school staff to take individual and collective professional responsibility for reinforcing and promoting a working environment free from discrimination, victimisation, harassment and bullying. • Ensure the development and progression of equality within the sphere of responsibility of this post and the fair and equal treatment of all colleagues, children, parents and visitors.
Confidentiality and Data Protection	<ul style="list-style-type: none"> • To treat all information acquired through employment, both formally and informally, in strict confidence. • To be aware of the school's responsibilities under the Data Protection Act 1998 for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.

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<p>To contribute as an effective and collaborative member of the School team</p>	<ul style="list-style-type: none"> • Any other duties as reasonably required by any leader of the school. • Participating in the ongoing development, implementation and monitoring of the Trust improvement plans. • Attend regular meetings as required and make a positive contribution during meetings.
<p>Child Protection</p>	<ul style="list-style-type: none"> • Being aware of and complying with policies and procedures relating to child protection reporting all concerns to an appropriate person.

Main duties:
The post holder will be expected to match the characteristics described in the Altius Professional Standards for Teachers, as appropriate and will be required to exercise his/her professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below:

<p>Behaviour and Achievement</p>	<ul style="list-style-type: none"> • To ensure that equality of opportunity for all students is promoted and achieved. • To tackle bullying of any kind – as defined in the ‘Trust Behaviour for Learning’ policy. To monitor any kind of hate crime, for example racist, homophobic, sexist behaviour, and ensure that it is dealt with seriously and that such prejudice is not accepted both in the Academy and in the community in which we work. • To discuss problems faced by a student, or created by a student, and to implement appropriate interventions or referrals to ensure the problem is resolved • To assist the Form Tutors to maintain good standards of dress, behaviour, effort, attendance and punctuality as required by the Trust’s Code of Conduct, and to take a leading role in the Academy’s achievement and success ethos • To support subject teachers and Curriculum Leaders in implementing the Trust’s Behaviour for Learning policy • To co-ordinate the receipt, distribution and filing of information about students and ensure follow-up action where necessary. This will include informing Curriculum Leaders of the arrival date of a student transferring from another school and to forwarding information about the student as soon as possible. It will also involve the forwarding of information in the case of students who are transferring to another institution • To maintain a weekly record of students who have been seen and a log of Academy-student contact review dates on SIMs • Track progress and identify students who are making less progress than is expected. Work with Curriculum Leaders to put in place specific intervention that impacts positively on achievement and challenges underperformance. • Actively promote positive behaviour using behaviour, attendance and effort data to create a culture of celebration which promotes achievement through meaningful rewards and positive messages which should dominate student culture.
<p>Attendance and punctuality</p>	<ul style="list-style-type: none"> • Ensure all members of the pastoral team fulfil their duties and consistently implement the Trust’s Attendance Policy. • Strategically lead all attendance work carried out by the pastoral team. • Promote good time-keeping and identify patterns and trends using SIMS between punctuality and attendance and particular curriculum areas.

	<ul style="list-style-type: none"> • Identify when additional strategies which will impact on cohort and individual attendance and punctuality are required and lead implementation. • Discuss the Weekly RAG report with the Pastoral Manager and use the information to make informed judgements and to determine next steps and timescales. • Through regular discussion with the Pastoral Manager monitor progress and use this data to inform the Pastoral Half-Termly Report. • Lead the significant reduction of PA so that the Academy is in line with the national average. • Monitor the attendance of key cohorts as part of the whole year group and ensure appropriate challenge and support is in place – targeting intervention appropriately to ensure that Academy attendance KPIs are met. • Drive rewards and incentives to promote positive attendance.
<p>Academy support and monitoring</p>	<ul style="list-style-type: none"> • To lead the planning, communicating and delivery of the ‘Pastoral Calendar’ that ensures on a weekly basis students are clear about their study priorities and about Academy opportunities • To strategically impact upon the students’ academic day through high presence and positive intervention so that students feel supported and challenged to excel • To plan and deliver the celebration strategy for the pupils they lead so that meaningful rewards and positive messages dominate the student culture • To plan and deliver the communication strategy for the students they lead so that all stakeholders are aware of successes, challenges and developments • To liaise with the Head of School about progress made by students in the Year Group, managing an intervention list of students that are making less progress than expected, and the support being delivered by the Academy. • Liaising with SENCO about provision for Special Needs students and the Vulnerable Student Leader for students at risk • To formulate the Extended Learning timetable in conjunction with the Assistant Vice Principal and Curriculum Leaders at the end of the Summer Term in readiness for a prompt start in September. The timetable to be in line with the Trust’s Extended Learning Policy • To monitor the setting of Extended Learning across the Year Group and to alert the appropriate Curriculum Leader or Senior Leadership Team if policies are not being followed • To monitor and circulate information regarding the progression of students in close liaison with the tutor team using performance data • To take action to help to reinforce student progress and to rectify under-achievement through a planned, monitored intervention process, including the monitoring of some students on a daily basis. Such monitoring is evaluated systematically and action taken where interventions have not been successful • To collaborate with Form Tutors in ensuring the maintenance of student planners • To co-ordinate, according to calendared programme, the completion of student progress evaluations and the setting of appropriate targets where necessary • To lead student voice activities within their student body, including the leadership of the student council groups. Facilitate wider opportunities to develop student leadership across the year group, ensuring all cohorts have the opportunity to participate and engage in Academy life.

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	<ul style="list-style-type: none"> • To organise and oversee academic parents' evenings for the students within their cohorts • To be responsible for ensuring that all profiles and references (including, where appropriate, confidential court/social service/medical etc.) are completed • To ensure that there is a rich and varied menu of extra-curricular opportunities available for students in their cohort • To collect and transfer the appropriate information from primary educators to secondary in a professional way – ensuring confidentiality and effective student transition both academically and pastorally
Liaison with parents/carers	<ul style="list-style-type: none"> • To respond promptly to all parents'/carers' enquiries and to acknowledge telephone calls or letters on the day they are received pending follow-up action • To inform parents/carers, where appropriate, of positive achievements of students • To organise consultation evenings, review processes or meetings which may be appropriate during the Academy day • To keep a central summary (separate from the students' personal files) of all contacts made with parents/carers • To communicate systematically, either directly or through the pastoral bulletin, student successes and achievements to parents and all stakeholders of the Academy and the Altius Trust
The Fantastic Futures Curriculum	<ul style="list-style-type: none"> • To plan and deliver a transition curriculum and curriculum events to ensure a positive and successful transition for students from primary to MEA Central • To be responsible for monitoring and evaluation of the tutor period and for planning the pastoral calendar so that the tutor period links to the Fantastic Future curriculum and important local, national and international celebrations/events • To take every possible opportunity in Assembly and in the day-to-day Academy life to foster the personal growth of students and ethos of the Trust. • To arrange and meet with visiting speakers for assemblies
Liaison with external agencies	<ul style="list-style-type: none"> • To log all contacts or attempted contacts with external agencies • To lead the liaison and collaboration with the community and external agencies to ensure that students have the necessary support to excel and to communicate with staff about these processes • To liaise with other educational establishments – primary schools, secondary schools, alternative provision providers, colleges so that student information is up to date and facilitates better student progress • To engage with all stakeholders from the primary phase to deliver effective primary transition at an individual and curriculum level
Professional behaviour	<ul style="list-style-type: none"> ▪ To maintain high standards of professional behaviour towards colleagues, students and parents/carers ▪ To be a role model for students ▪ To develop a relationship with students which is professional and caring ▪ To maintain an appropriate and professional distance with students in more informal situations, or when dealing with Sixth Form students
Preparation	<ul style="list-style-type: none"> ▪ For each course taught, to write and/or work with others to write schemes of work, which address the requirements of the syllabus being followed, in an organised manner, making provision for variety in learning styles and assessment activities

	<ul style="list-style-type: none"> ▪ To plan lessons which are well-structured and varied, meeting the learning needs of all students and enabling them to be confident in their learning
Teaching	<ul style="list-style-type: none"> ▪ To take responsibility for behaviour before and during lessons ▪ To ensure that students enter the lesson in an orderly, respectful and appropriate manner, and that the tone is set for a purposeful lesson ▪ To manage behaviour in accordance with the Trust’s Behaviour for Learning Policy, ensuring that rewards and sanctions are used consistently as described within the policy ▪ To communicate learning objectives clearly to students ▪ To provide a variety of learning activities which maintain interest and meet the needs of individual students ▪ To deliver personalised learning for all students ▪ To ensure that enterprise skills are embedded within the learning ▪ To ensure that students are fully engaged in their learning for the entire lesson and have the opportunity to learn independently ▪ To use assessment activities which test the learning of students and feedback to them in a way to strengthen their understanding and to make them confident in their learning ▪ To ensure that students leave the lesson in an orderly manner and to take responsibility for behaviour at the end of lessons
Assessment	<ul style="list-style-type: none"> ▪ To monitor students’ work regularly and to mark in accordance with the Trust’s Marking Policy ▪ To use assessment in lessons in line with the Trust’s Assessment Policy ▪ To develop assessments, and/or to work with others to develop assessments, so that student progress can be monitored in accordance with the Trust’s Assessment Calendar and in accordance with its Assessment Policy
Student progress	<ul style="list-style-type: none"> ▪ To monitor student progress against targets and to ensure progress is made
Personal development	<ul style="list-style-type: none"> ▪ To take responsibility for keeping up-to-date with subject knowledge (to degree level) and in maintaining personal professional development
Trust development	<ul style="list-style-type: none"> ▪ To support the Trust’s aims and to carry out its policies ▪ To support the Trust in implementing its Development Plan
Duties	<ul style="list-style-type: none"> • To carry out duties in accordance with published schedules, or in response to reasonable requests within the scope of directed time
Other	<ul style="list-style-type: none"> • To continue personal development as agreed in Teacher Appraisal processes and within the Trust Improvement Plan • To engage actively in the Teacher Appraisal process • To address the targets set by the line manager each Autumn term • To undertake any other duty as specified by the Trust’s Pay Policy not mentioned in the above • To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example • To support the Trust in meeting its legal requirements for worship • To promote actively the Trust’s corporate policies • To show a record of excellent attendance and punctuality • To adhere to the Trust’s Business Dress Code • To be a mentor to students on a 1:1 or small group basis • To undertake additional responsibilities and duties as required by the Head of School

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	<ul style="list-style-type: none">• To be involved in 'out-of-school' hours' activities as required• To promote and implement the Trust's Equal Opportunities Policies in all aspects of employment and service delivery• To assist in maintaining a tidy, healthy, safe and secure environment and to comply with the Trust's Health & Safety Policy, undertaking risk assessments as appropriate• To promote parental and community involvement in the life of the Academy, including attending Parental Consultation evenings and other curriculum/pastoral events as required• To attend regular meetings before and after Academy hours, including morning briefings• Additional specific responsibilities may be allocated on appointment on consideration of the strengths of the successful candidate and the needs of the Trust.
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Review and Amendment:

This job description is normally subject to annual review. Subject to the provisions of the School Teachers' Pay and Conditions Document it may be amended at the request of the Altius Trust or the CEO of the Altius Trust but only after full consultation between them. It will be signed if agreement is reached.