



Job Description

Post:	Pastoral Intervention Lead with Military experience
Accountable to:	Vice Principal
Grade/Range:	JE5
Salary:	£22,237 - £25,065 per annum pro-rata to term time only
Working Pattern:	35 hours per week, 39 weeks per year
Location:	City of London Academy Southwark
Disclosure level:	Enhanced
Responsible for:	N/A

Main Purpose

To coordinate and lead the mentoring programmes at the academy

To work with school staff and other agencies to provide support to pupils who are at risk and vulnerable

To provide support to pupils inside the school setting, who need help overcoming barriers to learning, where behaviour and attendance issues are a cause for concern.

Key Accountabilities

Support for Pupils

- Providing 1:1 or small group interventions for students who are at risk aiming to remediate their behaviours and attitudes to learning
- Manage the mentoring plan for students who are at risk whilst ensuring that impeccable standards of behaviour are maintained
- Ensure that pupils are engaged with their learning and provide appropriate support and guidance to pupils
- Develop positive relationships with pupils and staff to assist pupil progress, attainment and the development of their social, emotional and interpersonal skills
- Keep attendance and behaviour records for students who are at risk Maintain accurate records, including updating SIMS,
- Communicate with parents by mail and telephone and meet with them as appropriate in line with the behaviour policy
- Respond effectively to any behaviour incidents that take place involving Academy pupils.
- To work in collaboration with all professionals in the academy, e.g. counsellors.

Support for Teachers

- Staff the after school detentions alongside academy colleagues when required
- Identify those who need extra help in overcoming issues relating to attendance and behaviour.
- Work in partnership with all school staff responsible for the students receiving support and intervention, seeking to reach acceptable outcomes that meet the needs of the student, overcoming the behaviours and attitudes that inhibit their progress at school

- Liaise with all relevant staff in the management of internally excluded students
- Work in partnership with the Heads of Learning and all stakeholders to develop effective strategies to remove barriers to learning
- Work in partnership with the Heads of Learning and all stakeholders and the student voice in developing support for improving behaviour of students.

Support for the School:

- To work collaboratively with colleagues as part of a professional team, to promote positive values, attitudes and behaviour for learning to improve learning capacity of all pupils
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- To support the promotion of positive relationships with parents, carers and outside agencies.
- To work within school policies and procedures
- Attend and participate in regular meetings and staff training as required.
- To assist in providing an atmosphere in which effective learning can take place.
- To be aware of the confidential nature of issues related to home/pupil/teacher/school work

Other

- Undertake such other duties as reasonable correspond to the general character of the post and commensurate with roles of this level within the Academy

Safeguarding Children

COLAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.



Person Specification

Our Values and Vision

The City of London Academies Trust, sponsored by the City of London Corporation, aims to provide high-quality education for students and pioneer educational innovation. We are driven by the ambition to provide world-class experiences and deliver exceptional educational outcomes for the young people we serve.

All City of London schools and academies draw upon the traditions, institutions, heritage and historical successes of London to furnish each of their diverse communities with life-transforming learning experiences. In doing so, we believe that the young people we serve develop into successful, compassionate young adults, who make a positive contribution to their local, national and global communities.

Our schools are characterised by a common understanding of what makes outstanding schools, based on five key principles which are known as our 'Foundations of Excellence'.

Our Staff

Our staff have high expectations, are consistent and driven to provide the best teaching and opportunities for our students. Teachers work in a well-disciplined environment where they are able to teach creative and engaging lessons, and all staff are given exciting opportunities to develop and learn from exceptional practitioners.

Equal Opportunities

The postholder will be expected to carry out all duties in the context of and in compliance with the academy Equalities policies.

	Essential	Desirable
Qualifications		
A-C English and Maths at GCSE or equivalent	Y	
To have a military back ground or a qualification/training in mentoring	Y	
Experience, Skills and Knowledge		
Military experienced	Y	
Experience of successfully working with 11-16 year old pupils and their parents.	Y	
Experience of working in a school environment		Y
Experience of working with young people with complex behavioural needs		Y
The ability to communicate effectively, both through speaking and writing to a variety of audiences.	Y	
The ability to provide effective support to staff, as well as being approachable, reliable and confidential	Y	
The ability to work in a fast-paced environment, responding effectively to changing demands and circumstances	Y	
The ability to work independently and as a part of an effective pastoral team	Y	
The ability to work effectively with a range of people, including pupils, staff, parents and external agencies	Y	
The ability to manage challenging behaviour constructively and consistently using a range of strategies	Y	
The ability to communicate with and motivate young people	Y	
The ability to plan and review strategies used to support students	Y	
Efficient and effective administrative and organisational skills - including the use of IT for communication, record keeping and data analysis	Y	
Effective time-management skills with the ability to prioritise and use initiative and common sense	Y	

Personal Qualities		
Build and maintain quality relationships through interpersonal skills and effective communication	Y	
Firm, no-nonsense, no-excuses approach to behaviour management	Y	
Be approachable and person centred	Y	
Maintain a commitment to further professional training and development and the ability to learn from experience and continually strive to improve	Y	
Show a good commitment to sustained attendance at work	Y	
Inspire trust and confidence across the school and community	Y	
Demonstrate a capacity for sustained hard work with energy and vigour	Y	
Ability to work hard and be able to do so under pressure and prioritising appropriately	Y	
Demonstrate resilience and optimism	Y	
Be a positive role model at all times and a highly effective and respected representative of the Academy	Y	
A good time manager with the ability to prioritise and meet deadlines and able to respond to spontaneous events and work well under pressure	Y	
Willing to participate in the life of the school and contribute to the extra-curricular programme	Y	
Other		
Commitment to safeguarding and promoting the welfare of children and young people	Y	
Willingness to undergo appropriate checks, including enhanced DBS Checks	Y	
Motivation to work with children and young people	Y	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	Y	