



The Charles Kalms-Henry Ronson
Immanuel College

HMC Independent Jewish Day School for Children aged 4-18

Academic Excellence
Expert Pastoral Care
Inspiring Jewish Education



The Independent Association
of Prep Schools

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Job Description

Deputy Head: Pastoral

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Summary of the role

Responsible for the leadership and management of pastoral care and student mental health and wellbeing with a commitment to our School's ethos. To ensure the pastoral teams have an advanced level of knowledge and understanding in these areas to enable the provision of a positive, secure and happy environment where students can thrive and flourish. Reporting to the Head Master and liaising with the Principal, the postholder will be the designated safeguarding leader and will play a full role in the life of the School, promoting excellence and innovation in all spheres of school life.

School Leadership

- To deputise for the Head Master in his absence, along with the Deputy Head (Academic) and Deputy Head (Logistics).
- To be the School's Designated Safeguarding Lead.
- To play a key role in both the strategic development and day to day management of the School.
- To provide whole school strategic planning and implementation alongside the Head Master, Principal and the Senior Leadership Team.
- To work in conjunction with the Deputy Head (Academic) and Deputy Head (Logistics) to ensure readiness for Inspection and monitor ISI inspection procedures and prepare relevant paperwork with regards to safeguarding.
- To oversee the budget for pastoral expenditure, working closely with the Bursar and Head Master.
- To lead on and support the three pillars of the School in particular with regard to Expert Pastoral Care.
- To contribute to the process for the recruitment of new staff, including the interviewing of candidates.
- To attend and contribute to Board of Governors' meetings.
- To liaise with the Pastoral & Safeguarding Governor.
- To chair and lead meetings of the Heads of Section, Safeguarding leads, Digital Leaders Committee, Pastoral Working Committee and other related committees.
- To teach in own specialist subject, lead assemblies and contribute to the teaching of PSHE.



Leadership and management of the Pastoral System

- To act as the Designated Safeguarding Lead (please see separate role descriptor for full list of responsibilities).
- To lead the pastoral vision, strategic thinking and operational implementation in relation to mental health and wellbeing for the School, in consultation with the Head Master and Principal.
- To work in liaison with the Principal ensuring a pastoral system in synergy with the School's Jewish ethos.
- To ensure that this vision is supported by good quality evidence and tangible actions and outcomes for schools
- To lead, manage and have strategic oversight of the implementation of the School's pastoral systems. To support the team when cases are more complex or difficult.
- To be aware of and ensure that the School is meeting relevant ISI standards at all times.
- To act as a focal point with a range of stakeholders including students, staff, governors, parents and community groups.
- To ensure that all pastoral staff uphold the School's ethos and values through their management of communication with students, staff and parents.
- To line manage the pastoral team, including the Heads of Section, Head of PSHE and the Pupil Wellbeing Coordinator & Advisor, the School Nurse and the School Counsellors.
- To allocate Form Tutors and oversee tutor development.
- To liaise with the Head of Inclusion and Learning Support and Head of Behaviour for Learning.
- To self-evaluate the pastoral system in order to contribute to school systems of monitoring, evaluation and review.
- To manage the quality and delivery of pastoral and safeguarding INSET.
- To act as the School's E-Safety Lead, working with the Head of Computing.
- To keep up-to-date with safeguarding legislation and best practice and keep SLT and staff informed accordingly.
- To develop and update relevant school policies and ensure they are clearly understood.
- To fully understand academic pressures faced by students, staff and parents.
- To liaise with a range of multi-agency teams.
- To represent the School and foster relationships within the wider community through outreach work, committee work, writing articles, delivering talks etc.

Student Behaviour and Conduct

- To design, develop and implement pupil disciplinary frameworks to include school rules, sanctions and discipline.
- To oversee standards of student behaviour and conduct throughout the Senior School.
- To advise and manage any serious disciplinary cases involving students.
- To manage and update codes of conduct and discipline with the Deputy Head Academic and the Head of Behaviour for Learning.
- To develop and manage the pastoral policies, including Mental Health, E-Safety, Drugs, Anti-Bullying and Supervision.
- To manage processes for rewards and sanctions to ensure it is being used consistently and effectively.

You may also be required to undertake such other comparable duties as the Head Master requires from time to time.



Person Specification

Deputy Head: Pastoral

Qualifications	Method of assessment
<p><i>The professional, technical or academic qualifications that the Applicant must have to undertake the role or the training that they must have received</i></p> <ul style="list-style-type: none"> • Qualified Teacher Status. • An Honours Degree or equivalent. • Postgraduate or leadership qualifications (desirable). • Mental Health First Aid (desirable). 	<p>Production of the Applicant's certificates</p> <p>Discussion at interview</p> <p>Independent verification of qualifications</p>
Experience	Method of assessment
<ul style="list-style-type: none"> • Leading a team of staff. • Evidence of a commitment to promoting the health, welfare and safeguarding of children. • Successful leadership and management of pastoral care, or significant contribution towards it. • Proven track record of success in a relevant leadership role, such as a middle manager. • Outstanding pastoral track record. • Experience of implementing systems and structures to support wellbeing across departments, year groups or whole school. • Senior leadership experience (desirable). • General experience across a range of educational activities (desirable). • Strong IT skills including using effective information management systems eg SIMS (desirable). • Broad range of pastoral experience across a range of age groups (desirable). • Varied experience supporting adolescents with mental health (desirable). 	<p>Contents of the application form</p> <p>Assessment / Interview</p> <p>Professional references</p>



Knowledge and Understanding	Method of assessment
<ul style="list-style-type: none"> • Sound knowledge of the legislative and compliance frameworks for schools. • Awareness and understanding of safeguarding and child protection procedures and their importance in schools. • Knowledge and understanding of Immanuel College, our values and working practices. • Effective behaviour management strategies that recognise the positive and which are age appropriate. • Knowledge of current initiatives in student wellbeing and mental health. • Knowledge and understanding of the Jewish community (desirable). • Specific knowledge of ISI standards (desirable). • Advanced understanding of adolescent mental health and the impact of a digital world on wellbeing (desirable). 	<p>Assessment / Interview</p> <p>Professional references</p>
Management, Leadership and Vision	Method of assessment
<ul style="list-style-type: none"> • Ability to drive continual change to keep Immanuel College at the cutting edge of pastoral care. • Ability to develop and implement policies to deliver the strategic vision for the School. • An effective leader, always prepared to put students' needs first. • Well organised and administratively efficient. • Initiative and flexibility to deal with changing landscape of adolescents. • The ability to manage own and others' workloads appropriately. 	<p>Contents of the application form</p> <p>Assessment / Interview</p> <p>Professional references</p>
Communication and Relationships	Method of assessment
<ul style="list-style-type: none"> • Outstanding interpersonal skills with the ability to communicate with a variety of audiences. • Articulate, diplomatic and persuasive with the ability to develop and maintain effective relationships. • To listen with empathy, consider the views of others and act appropriately with the information received. • Personal credibility and gravitas with excellent ambassadorial and influencing skills. 	<p>Contents of the application form</p> <p>Assessment/Interview</p> <p>Professional references</p>



Emotional Intelligence	Method of assessment
<ul style="list-style-type: none"> • Empathy and compassion when dealing with children and young people. • Ability to act quickly and sensitively in difficult situations. • To keep calm, lead others and de-escalate stressful situations. • Resilient with the ability to maintain a sense of perspective. • A high degree of integrity, honesty and openness. 	<p>Contents of the application form</p> <p>Assessment/Interview</p> <p>Professional references</p>

Ethos and Values	Method of assessment
<ul style="list-style-type: none"> • An understanding and respect for the Jewish ethos and values of the School. • A commitment to working within the framework of the College's Equality and Diversity policy. • A belief in and active promotion of British values. • Appreciation of the importance of Continuing Professional Development both to individuals and the School itself. • Knowledge and understanding of our School's ethos. • An exceptional role model with high standards of integrity and approachability. 	<p>Contents of the application form</p> <p>Assessment/Interview</p> <p>Professional references</p>

Energy and Drive	Method of assessment
<ul style="list-style-type: none"> • High levels of motivation and energy. • Positive outlook with an enduring sense of humour. • The stamina and passion to motivate others. • The ability to work under pressure whilst maintaining an appropriate work/life balance. 	<p>Contents of the application form</p> <p>Assessment/Interview</p> <p>Professional references</p>



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Job description for the Designated Safeguarding Lead (DSL)

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Summary of the role:	<ul style="list-style-type: none"> • To take lead responsibility for all child protection matters arising at the School and to support all other staff in dealing with any child protection concerns that arise. • To have the status and authority within the School to carry out the duties of the post including committing resources, and where appropriate, supporting and directing other staff to safeguard and promote the welfare of children. • Promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact.
Main duties and responsibilities:	<p>Managing referrals</p> <ul style="list-style-type: none"> ○ The DSL is expected to: <ul style="list-style-type: none"> • Refer cases of suspected abuse to the local authority children's social care as required; • Support staff who make referrals to local authority children's social care; • Refer cases to the Channel programme where there is a radicalisation concern as required; • Support staff who make referrals to the Channel programme; • Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and • Refer cases where a crime may have been committed to the Police as required • Contact the LADO on any matter that the DSL considers cannot be dealt with properly internally.



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Raising awareness

- Ensure the school's child protection policies are known, understood and used appropriately;
- Ensure the School's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Child protection file

Where children leave the School the DSL should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Key staff in receiving schools and colleges such as designated safeguarding leads and SENCOs or the named person with oversight of SEN in colleges, are aware as required.

In addition to the child protection file, the DSL should also consider it if would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Preventing radicalisation

In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) the DSL has the following responsibilities:

- acting as the first point of contact for parents, pupils, teaching and support staff and external agencies in all matters relating to the Prevent Duty;
- co-ordinating Prevent Duty procedures in the School;



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	<ul style="list-style-type: none"> undergoing appropriate training on the Prevent Duty such as the Home Office 'Workshop to Raise Awareness of Prevent' (WRAP) training; undergoing Prevent training in order to be alert to signs of radicalisation; assessing the training needs of all School staff in relation to the Prevent Duty and implementing and maintaining an ongoing training programme for staff including induction training for all newly appointed staff and volunteers; maintaining an ongoing training programme on the Prevent Duty for all staff including induction training for all new employees and keeping records of staff training; monitoring the keeping, confidentiality and storage of records in relation to the Prevent Duty; liaising with local Prevent co-ordinators, the police and local authorities and existing multi-agency forums in all necessary or appropriate circumstance relating to the Prevent Duty. <p>Work with others</p> <p>The Designated Safeguarding Lead is expected to:</p> <ul style="list-style-type: none"> act as a point of contact with the three safeguarding partners; liaise with the Head Master to inform him of issues – especially with ongoing enquiries under section 47 of the Children Act 1989 and police investigations; as required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member; liaise with staff (especially pastoral support, IT Technicians, first aid, SENDCOs etc) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and act as a source of support, advice and expertise for all staff.
Line management duties and responsibilities	the Designated Safeguarding Lead will have line management responsibility for the Deputy Designated Safeguarding Leaders



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Training

- The DSL (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The DSL should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meets with other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role in order to:
 - understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
 - have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and a child protection case conference and be able to attend and contribute to these effectively when required to do so;
 - ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff;
 - be alert to the specific needs of children in need, those with special educational needs and young carers;
 - understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
 - understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners;
 - be able to keep detailed, accurate, secure written records of concerns and referrals;
 - understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
 - understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
 - can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay staff online;



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	<ul style="list-style-type: none"> • obtain access to resources and attend any relevant or refresher training courses; and • encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
Availability	<p>During term time the DSL (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the DSL, to define what “available” means and whether in exceptional circumstances availability via phone and/or Skype or other such media is acceptable.</p> <p>The School and DSL will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.</p>

You may also be required to undertake such other comparable duties as the Head Master or Governors requires of you from time to time.