

***‘Helping every person achieve things they never thought they could’***

**JOB DESCRIPTION**

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| **Job Title** | **PASTORAL LEARNING LEADER** |
| **Status** | **MATERNITY COVER until July 2022**  **37 HOURS A WEEK - TERM TIME + 10 DAYS** |
| **Pay Range** | **Grade F SCP 17 – 23 (actual salary £21,417 - £24,260) per annum** |
| **Primary Purpose of the Job** | * **To work with students to deliver personalised support programmes to improve their behaviour, attendance, engagement and progress so that they feel and are successful** * **To assist and support in the delivery of teaching and learning** * **To support students and their families in ensuring that barriers to success are dismantled** * **To promote the inclusion of all students** * **To create a positive and challenging learning environment that encourages high expectations and fosters the whole school ethos of raising aspirations, achieving excellence and ensuring every child is known and feels valued** * **To continue to uphold and embed the whole school culture and ethos in line with our core purpose and values** * **A commitment to developing your own leadership** |
| **Responsible to** | Vice Principal |
| **Principal Responsibilities** | To develop personalised support programmes to improve students’ behaviour, attendance, engagement and progress |
| **Responsibilities:**   * To believe that every student can be successful no matter what * To act as a positive role model and to inspire staff by personal example and hard work * To support students in their Academic and Vocational Courses * To contribute to building sustainable networks with year leaders, Edge mentors, other agencies and partners * To contribute to the positive destinations of students * To contribute to improving students’ life chances by ensuring expectations of academic performance are high * To contribute to the design, development and review of provision for identified students * To participate, with other staff, in the comprehensive assessment of students to identify and address barriers to learning * To develop and maintain 1:1 mentoring relationship with students needing particular support to achieve defined targets and to act as key worker to a targeted group of pupils * To work with groups of students in diverse settings * To maintain appropriate relationships and communication with families/carers * To model positive relationships and interventions with a range of colleagues in diverse learning environments * To have knowledge and appreciation of the range of activities, courses, opportunities organisations and individuals that could be drawn upon or signposted to as additional resources to work with students * To contribute to child welfare and protection utilising the Framework for Action and Common Assessment Framework * To contribute to the maintenance of records and information systems both computerised and manual with due regard for data protection and confidentiality * To promote the speedy and effective transfer of information on identified children and young people between schools, the setting and other agencies as appropriate * To comply with all relevant legislation and Academy policy and procedures   **Specific Duties:**   1. Contribute to EHA/EHCP and CP processes 2. Lead on Early help activities 3. Manage the isolation room as and when required 4. Deliver booster sessions to small groups 5. Support the planning and delivery of enrichment programmes 6. Record rewards and sanctions and report to the leadership team 7. Produce individual target sheets and contribute to PSTs 8. Keywork identified cohorts of students 9. Utilise student performance data to instigate interventions 10. Liaise with parents and carers 11. Support with the application of behaviour and attendance strategies 12. Support Edge mentors with SMSC and enrichment tasks 13. Support teachers with student re-integration activities   **Assessment, recording and reporting:**   * Analyse and interpret performance data and monitor and evaluate performance to identify areas to improve and implement the necessary actions to drive through improvement   **Quality Assurance:**   * Ensure the maintenance of accurate and up-to-date information is on the school system * Make use of analysis and evaluation of performance data provided * Identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken   **Communications:**   * To communicate effectively with the parents/carers of students as appropriate * Where appropriate, to communicate and co-operate with bodies outside the school * To follow agreed policies for communications in the school * To contribute to the development of effective links with external agencies   **General Duties:**   * To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example * To promote actively the school’s policies and to comply with the school’s Health and Safety policy and undertake risk assessments as appropriate | |
| **This job description may be amended at any time following discussions between the Principal and the post holder and will be reviewed annually as part of the school self-review programme** | |

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| **Date Job Description prepared/updated** | July 2021 |
| **Job Description prepared by** | Mr D Mckeon |



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**PERSON SPECIFICATION**

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| **Department** | Little Lever School |
| **Job Title** | **key worker** |

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| **MINIMUM ESSENTIAL REQUIREMENTS** | | **METHOD OF ASSESSMENT** |
| **1. Experience/Qualifications/Training etc.** | | |
| 1.1 | GCSEs / NVQ Level 2 or equivalent in a relevant field | Application form/Interview |
| 1.2 | Experience of working with children with Social, Emotional, Behavioural and Mental Health issues | Application form/Interview |
| 1.3 | Proven track record of raising standards in relation to student behaviour, attendance and well being | Application form/Interview |
| 1.4 | Experience and evidence of raising achievement for students through quality first intervention | Application form/Interview |
| 1.5 | Experience of writing detailed reports | Application form/Interview |
| 1.6 | Experience of successfully working with specialist agencies | Application form/Interview |
| 1.7 | The ability to promote the social, moral, spiritual and cultural development of students through teaching | Application form/Interview |
| 1.8 | The ability to promote literacy and numeracy skills through teaching | Application form/Interview |
| 1.9 | Are aware of British Values and promote these where relevant | Application form / Interview |
| 1.10 | Clean driving license and access to own car | Application form / interview |

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| **2. Skills, Competency and Knowledge** | | |
| 2.1 | Understanding of emotional intelligence and motivational skills | Application form/Interview |
| 2.2 | Knowledge and understanding of intervention strategies that have a positive impact on student progress | Application form/Interview |
| 2.3 | Awareness and understanding of narrowing the ‘achievement gap’ | Application form/Interview |
| 2.4 | Excellent interpersonal and communication skills | Application form/Interview |
| 2.5 | Good level of personal organisation skills | Application form/Interview |
| 2.6 | Good ICT skills | Application form/Interview |
| 2.7 | **Valuing Diversity** - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people’s strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage | Application form/Interview |
| 2.8 | **Developing Self and Others** - Ability to question and request appropriate training and development that links to the post, to seek opportunities that add to skills and knowledge and to respond positively to opportunities that arise. To support others’ learning and share learning with others | Application form/Interview |
| 2.9 | **Health and Safety -** The ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk | Interview |
| 2.10 | **Confidentiality -** To acknowledge the need to maintain confidentiality at all times and to become aware of the National, Council and school/setting policies on Confidentiality, and the management and sharing of information | Interview |
| 2.11 | **Energy Efficiency -** To be aware of the energy efficiency issues in own area of work and throughout the organisation | Interview |

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| **3. Personal Qualities** | | |
| 3.1 | Clear belief that all students can achieve no matter who they are or where they come from | Application form/Interview |
| 3.2 | Energy, enthusiasm and dedication for work with young people | Application form/Interview |
| 3.3 | Creative and innovative in their approach to raising standards | Application form /Interview |
| 3.4 | Flexibility and an ability to respond creatively to changing circumstances | Application form/Interview |
| 3.5 | Can demonstrate humility and uses this to reflect and improve their own and others performance | Application form / Interview |
| 3.6 | Works effectively as part of a team and is positive even in the face of adversity | Interview |
| 3.7 | Ability to relate well with colleagues and students | Interview and interaction with others whilst visiting school |
| 3.8 | Constant and consistent expectations of high standards | Interview |
| 3.9 | Commitment to involving parents/carers as partners in the education process | Interview |
| 3.10 | Appropriate professional dress and appearance | Interview |
| 3.11 | Sense of humour | Interview |
| 3.12 | Commitment to extra-curricular activities | Application form/Interview |

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| Note to Applicants**: Please try to show in your application form and supporting letter, how best you meet these requirements** |

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