**Job Description**

|  |  |
| --- | --- |
| **Job Title** | Deputy Head (Pastoral) |
| **Date** | September 2018 |
| **Department** | Senior School |
| **Reports to** | Head |

|  |
| --- |
| **Purpose of the Role** |
| The position of Deputy Head Pastoral (DHP) is one of significant importance and responsibility. As a member of the school’s Senior Management Team (SMT), the DHP has a vital role to play in both the strategic development of the School and in particular its pastoral provision, alongside day-to-day management. It will involve leading the pastoral provision of the school in both a proactive and reactive manner; shaping the way in which the school provides its pastoral care both in the future and on a day to day level, managing the pastoral teams to provide a positive, secure and happy environment for the boarding and day community where every pupil can flourish. The DHP will work with the pastoral teams to ensure outstanding levels of pastoral care in the boarding and day communities.  The DHP will have overall responsibility to the Headmaster for all aspects of boarding and day pupil pastoral care, policy and procedure, including ensuring compliance with ISI requirements. This will require the effective use of resources within the School, the ability to understand and motivate the different pastoral teams while striving continually to improve the standards of daily life and achievements of the boarding and day pupils.  The DHP is the lead Designated Safeguarding Lead (DSL) within the school and has responsibility for the safeguarding training of all staff, keeping up to date with policy changes at national, regional and local level. The DHP will be a driven individual with aspirations to ultimately lead a school; a committed team player with a collegiate and collaborative approach, together with an ability and willingness to create a working environment in which staff are empowered to take decisions. |

|  |
| --- |
| **Departmental Information** |
| The Deputy Head (Pastoral) is a member of the SMT. The role reports to the Head and has the support of a secretary.  All welfare related roles such as the School Nurse and all counsellor/mental health positions report to the Deputy Head.  The role also has direct responsibility for both boarding house parents, the Sports Centre Manager and the PE department. |

|  |  |  |
| --- | --- | --- |
| **Main tasks and responsibilities** | | |
| Strategy and Leadership  Take a collective leadership responsibility for maintaining a culture of purpose, discipline and ambition in the senior school.  Member of the Senior Management Team.  Provide leadership of the ISI inspection process.  Draft pastoral, behavioural and boarding policies and consultation papers pertinent to the senior school and contribute to those with a whole school implication. Present such papers to the Senior Management team and School Committee meetings.  Produce and maintain an up to date Staff Handbook with links to all school policies. Ensure that senior managers and School Committee are aware of current ISI requirements.  Report to meetings of School Committee (Governing Body) by preparation of papers or in person as required to provide updates on Boarding, Discipline, Wellbeing, Welfare, Sport and SEN. Liaise with the Clerk of Compliance.  Design, outlay, present, drive forward and embed into the culture of the school a fresh pastoral provision.  Operations:  Lead the tutorial system including the allocation of tutors and pupils to forms.  Act as Line Manager for the Senior Year Tutors, Sports Facilities Manager and liaise with external instructors, i.e., TTE, Pontefract Squash Club, YTA.  Contribute to the planning, appointment, and welfare of staff.  Oversee the induction programme for pupils and staff.  Liaise with and manage the School Medical Staff and Counsellor and ensure that the provision meets the ongoing requirements of the school.  Clerk (Chair) meetings of School Year Group Councils, Boarders’ Council and Food Committee.  Co-ordinate Prizes and Awards.  Maintain and develop the Staff Handbook, Boarding Handbook, House Handbooks, and Pupil Organiser  Oversee the construction of the School calendar, including beginning and end of term arrangements and staff duty rotas  Share in SMT reading and checking of pupils’ reports.  Undertake midweek and weekend duties as part of senior staff responsibilities.  With senior managers, organise staffing of key activities and events; be a presence on the campus and at school events. Oversee, advise, assist and direct the Senior Year Tutors as necessary in the planning and timing of the key events in the school year.  Advise and line manage aspects of the Senior Year Tutor role with regard to pupil management and day to day organisation.  Oversee the suppliers of School Uniform.  Act as Secretary to the Parent/Staff Association  Pupils:  Investigate and manage significant disciplinary incidents  Advise the Senior Year Tutors on matters pertaining to pupil discipline and progress.  Advise and support all middle and senior managers in dealing with pupils and their parents.  Manage all major disciplinary incidents (temporary exclusions) with assistance from the Senior Year Tutors and Boarding House parents, as appropriate.  Interview prospective pupils, as appropriate liaising with parents/agents where necessary.  Monitor pupil behaviour patterns.  Liaise on a regular basis with the Head of Autism Resource.  Staff:  Participate in both junior and senior school teaching appointments by advising the Head, assisting with shortlisting, arranging and conducting interviews as required.  Advise Houseparents on house issues.  Appraise the work of Senior Year Tutors.  Arrange with the DH(P) Secretary for the induction and training of all staff, including Matrons and other house staff and oversee arrangements for staff training: first aid, health and safety and child protection.  Oversee pastoral INSET and induction arrangements.  Organise and oversee the safeguarding induction of new staff and committee members.  To implement the pastoral systems via clear communication to all pastoral teams and to ensure that communication of the School’s pastoral ethos and values are clearly disseminated through all School literature and the website.  Review job descriptions for pastoral roles.  Undertake regular evaluation of staff progress towards agreed improvement objectives through the School’s appraisal, performance management and line management policies, practices and procedures.  Boarding:  Monitor and evaluate the needs of the fabric of the boarding houses and day areas and liaise with the Bursar.  Promote boarding within the School and at primary school and feeder school level, in conjunction with the Head and Marketing Department.  Through marketing and PR, help to create and develop a boarding strategy that works with existing markets and explores new markets both within the UK and abroad. Assist the international marketing of the school by being prepared to travel to fairs.  Safeguarding and Welfare:  Ensure that all staff are appropriately trained in safeguarding procedures, through a rolling staff-training programme and annual INSET.  Ensure that all pupils are made aware of who they can speak to if they have a problem of any kind.  Be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection. Keep parents informed of action undertaken under these procedures in relation to their child.  Co-ordinate the safeguarding and child protection procedures in the School.  Monitor the keeping, confidentiality and storage of records in relation to child protection.  Maintain links with the LADO (Local Authority Designated Officer) and other external agencies.  Monitor records of pupils in the School on the Child Protection Register (CPR) to ensure that this is maintained and updated as notifications are received and liaise with other professionals to ensure that children on the CPR are monitored.  Ensure regular updates on national policy are implemented within the School’s Safeguarding and Child Protection Policies.  Ensure School policies related to the pastoral system are followed by all staff and that all staff are held accountable for their implementation and success.  Ensure that any changes in ISI guidance are implemented and rolled out to the School community and the School is ‘inspection ready’.  Ensure that all safeguarding issues are appropriately escalated to the necessary external agencies and meticulous paperwork is maintained regarding all safeguarding incidents.  Produce termly reports for the safeguarding representative of school committee and report back to Committee Meetings.  Ensure all public areas are kept up to date with appropriately labelled posters informing pupils, staff and parents of the available contacts for safeguarding matters.  Meet termly with the School’s Independent Listener, to ensure that policy and training needs are up to date.  Hold regular meetings with House staff to monitor the progress of the boys/girls and general pastoral or welfare issues in the House.  Create a cohesive, overarching strategy, putting in place a programme that seeks to help pupils to be literate about their mental health, and to make informed choices about their emotional and physical wellbeing.  Raise awareness of issues around mental health and related illnesses.  Learn the signs to look out for and giving advice for pupils to be able to support themselves and seek help.  Create an inclusive environment that does not discriminate against pupils facing mental health challenges, but instead seeks to find ways to promote emotional literacy, resilience, optimism, generosity, appreciation, healthy physiology, social connection and growth mindset.  Teaching:  Teach a moderate timetable per week.  Provide support to the PE department in games and PE. (desirable) | | |
| **Person Specification** | | |
| **Educational Attainment**  Good honours degree, PGCE or equivalent | | |
| **Essential Experience**  Previous boarding experience as a House Master/Mistress  Pastoral experience particularly in dealing with safeguarding issues. | **Desirable Experience**  A co-educational background  Experience of a specialist SEN function or working closely with SENCO at either Junior or Senior school level or both.  Experience of setting school strategy/school development planning.  Participation in sport at a competitive level. | |
| **Knowledge and Experience**  The post holder will have worked in teaching roles whilst taking on Boarding duties to the level of being responsible for either girls’ or boys’ boarding in either a UK or international school.  They will have a number of years’ experience involved in safeguarding at various levels and be knowledgeable about all aspects of safeguarding including recruitment and staffing as well as pupils. | | |
| **Essential Skills**  Kindness, patience and a good sense of humour;  Leadership qualities, including energy, resilience and the ability to enthuse, motivate and inspire others;  A genuine interest in and strong commitment to the wellbeing of pupils academically, emotionally and socially, and the development of the whole person;  Excellent inter-personal and communication skills with teachers, pupils and parents;  Proven expertise as a classroom teacher in a specialist subject;  Approachability, accessibility and flexibility;  Excellent administrative, organisational and IT skills.  Empathy for the Quaker ethos | | **Desirable Skills**  Relevant post graduate qualifications  Qualified Teacher Status  DSL qualification  Ability to play and coach at least one team sport. |
| **Core Competences**  Learning and Teaching: - Planning, Subject Knowledge, Pedagogy, ICT, Assessment and Feedback  Professional Conduct and Development  Outside the Classroom  Leading the Team  Administration  Health and Safety | | |

Ackworth School is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment.