

**Assistant Head - Pastoral and Co-curricular**

**Student Well-being, Behaviour and Co-curricular**

# Job Purpose

**Under Full ISI Inspection, some of NULS’ key strengths included its pastoral provision and the opportunities it provides for personal development. However, we are always seeking to reach new heights in our delivery in these key areas. This role aims to ensure NULS fosters ever higher standards in these areas and that the school is a progressive influence and leader in pastoral education and co-curricular provision across the independent sector.**

As a key part of the Senior Management Team, this role intends to provide strategic leadership and day-to-day management in core areas of school life. This position has a strong development aspect and will play a leading role in ensuring pastoral systems and culture at NULS fulfil the strategic aims established by the school. Furthermore, it will provide additional pastoral support and leadership on routine and day-to-day matters as it aims to constantly seek the enhancement of pupil welfare, pupil voice, pupil representation and inclusivity. In addition, this role will provide leadership in rewards, incentives and also behaviour, helping to foster a culture in school which enables all of our pupils to feel they can succeed and reach their all-round potential.

The co-curricular dimension to this position is equally important. The successful candidate will have the opportunity to take forward the school’s co-curricular offer from its existing impressive position, to even greater heights. This will require vision and strategic leadership, alongside the ability to provide and operate systems to map co-curricular balance, standards and participation. Finally, with the House system a major source of co-curricular opportunity at NULS, this role will also oversee the House system and its staffing and ensure this integrates successfully within the broader co-curricular landscape.

As a member of SMT, this role reports directly to the Headmaster and Deputy Head Pastoral, to ensure their work dovetails with that of other members of SMT, and in particular supports the School’s global pastoral and broader academic strategy. Expectations of levels of commitment and flexibility are very high in such positions, with the role possibly suiting an ambitious candidate striving for possible further promotion to Deputy Headship or beyond in the future.

# Accountabilities

1. Policy/Strategic Direction and Development;
2. Contribute to whole school policy-making and strategic planning as required by the Head;
3. Attend and contribute to Senior Management Meetings;
4. Attend, lead and contribute to whole school events as appropriate;
5. Contribute and assist in the leadership of Pastoral staff as required and attend other meetings, such as Heads of Year as necessary;
6. Ensure school policies and strategies are consistently implemented;
7. Complement the work of the Deputy Heads, Head of Sixth Form and Heads of Year to ensure the school’s pastoral vision is realised;
8. Ensure with the Deputy Head Pastoral, that NULS’ pastoral vision is progressive and fosters a culture that ensures inclusivity, tolerance, respect and positive attitudes between all pupils, all staff and the important relationship between each that is key to teaching, learning and school life;
9. To foster a school environment which leads in safeguarding and well-being and ensures pupil representation in school is equitable to ensure equality of opportunity for all members of our community regardless of gender, race, ethnicity, religion, sexuality or disability; (See Equality Act 2010 and School Policy in areas related to matters of equal opportunity)
10. To adopt any responsibilities as required in the absence of the Deputy Head Pastoral;
11. To offer leadership, strategic direction and operational management in all co-curricular provision;
12. To manage the House staff team, and create and deliver a vision for the House system at NULS which is an engaging and fulfilling complement to NULS’ broader Pastoral and co-curricular landscape;
13. To lead the House system in school, and all Heads of Houses and broader House activities to ensure these integrate effectively with the broader co-curricular environment;
14. To oversee the co-curricular system, providing clear vision for its structure and aims and having responsibility for its delivery;
15. To create co-curricular structures that underpin its delivery and be responsible for operational management of all aspects of this key part of school life;

**Leadership and management of others**

1. To complement the work of the Deputy Head Pastoral, and under their management, to lead staff to ensure very high standards of pastoral care and provision;
2. To assist directly in the line management of Heads of Year and Form Tutors;
3. To lead all staff in the delivery of the co-curricular and House system;

# Leading Pastoral Development

Under the line management of, and working with, the Deputy Head Pastoral:

1. To play a leading role in the development and implementation of Positive Psychology programmes for pupils in school, to benefit pupil well-being and complement academic programmes;
2. To help evaluate and enhance student discipline and behavioural systems and practice in school;
3. To help lead on the rewards and sanctions systems that operate in school;
4. To assist in the evaluation of the pastoral duties system that operates for staff in school and develop enhancements as necessary;
5. To evaluate opportunities and initiatives that will enhance pupil well-being and welfare in terms of both their physical and mental health;
6. To assist in the review and update of all pastoral policies and regulatory requirements;
7. To assist with key pastoral procedures such as pupil transfer from our Prep School and new pupil induction as required;
8. To help devise and introduce a parental programme of pastoral sessions for parents and to assist with other pastoral outreach as required;
9. To help create an environment where all pupils feel they can thrive and find their place, free from the constraints sometimes evident in society such as discrimination and inequality of opportunity;
10. To work closely with academic leaders to ensure pastoral thinking and practice supports academic success amongst pupil and matters of curriculum support the pastoral and wider value-based goals of NULS;

# Safeguarding

1. To play a leading role in Safeguarding provision and to be trained as a safeguarding lead in school;
2. To lead developments that ensure NULS’ diverse student body are all valued and represented in school matters and considered in decision-making;
3. To help to pioneer a school culture that reflects the very best of values evident in society;

# PSHE and RSE

1. To lead and implement the delivery of the Personal, Social, Health and Economic Education

(PSHE) curriculum in school;

1. To oversee the programmes of study across Years 7-13 in this key curriculum area tracking developments and implementing change;
2. To lead and implement the delivery of the Relationships and Sex Education curriculum (for example RSE, 2020) in school;
3. To oversee the programmes of study in this important area and their delivery;

**Co-curricular and the House system**

1. To offer leadership, strategic direction and operational management in all co-curricular provision;
2. To liaise with all staff to create the co-curricular timetable and scheme for Senior School;
3. To monitor the co-curricular provision for its effectiveness and how it meets student needs and changes that evolve in education and broader society;
4. To ensure our co-curricular has suitable breadth and quality, extending to cover niche areas and elite provision matching the best quality identifiable in our sector;
5. To create and manage systems that monitor pupil participation and engagement and to liaise with pastoral staff and teams to try to ensure pupil engagement meets norms expected and hoped for;
6. To lead the House system in school (including all Heads of Houses, their leadership roles and activities) to ensure these integrate effectively with the broader co-curricular environment;

# School Council and Student Voice

1. To work with the Deputy Head Pastoral to ensure key matters of importance to students are considered and acted upon, as appropriate, by School Council;
2. To lead other forums for student voice in school as necessary and agreed with the Deputy Head Pastoral in areas such as Equality, Diversity and Inclusivity and ensure this voice plays an important role in shaping school development plans and projects;

# Cross-phase Pastoral Links and Communication

1. To contribute to the development of strong pastoral cross phase links in school at NULS and between NULS and feeder schools;
2. To contribute to developments in Pupil Induction;
3. To help develop strong communication links with parents on pastoral matters and issues of pupil well-being;
4. To help NULS to become a beacon for pastoral excellence developing; forums/conferences/events at school for educators, parents and pupil on issues such as parenting, equality of opportunity, diversity, positive psychology, resilience and pupil well-being;

# Inspection and Administration

1. To adopt a leading in preparation for inspection;
2. To have an excellent working knowledge of the inspection framework and play a leading role in ensuring NULS’ ongoing excellence;

**Governance and Leadership**

a. To attend Governors’ Meetings, Sub-committees and events as required;

# Whole school events

1. To take part in school events as required by the Head and to take a leading role in assisting with their organisation;
2. To assist with whole school marketing as required;

To take up other duties and responsibilities as reasonably required by the Headmaster.

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**Person Specification**

**Skills Required**

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| Excellent interpersonal skills including the ability to relate well to people on all levels, to resolve conflicts in a sensitive manner, to encourage and motivate.  | Essential  |
| Ability to work effectively with the leadership team, to show initiative and imagination and have vision and the ability to inspire others.  | Essential  |
| First class organisational and administrative skills, with the ability to remain calm under pressure and work to tight deadlines, managing competing priorities.  | Essential  |
| Strong analytical and problem solving skills, combined with a proactive and positive approach to change management.  | Essential  |
| Effective and energetic in instigating and implementing change and the ability to evidence this.  | Essential  |
| Able to see through complex strategies from concept to conclusion.  | Essential  |
| Able to maintain a consistently high work rate and to juggle a range of tasks and issues at the same time.  | Essential  |
| Very high levels of pastoral skill and experience.  | Essential  |
| Excellent written and spoken English. | Essential  |

**Knowledge Base**

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| An excellent awareness of recent important national educational developments.  | Essential  |
| An excellent and broad understanding of recent pastoral developments.  | Essential  |
| An excellent knowledge of PSHE and RSE education and developments.  | Essential  |
| An excellent knowledge and appreciation of current pastoral developments and of broader issues prevalent in society which our school culture must reflect. | Essential  |

**Qualifications/Attainment**

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| A well-qualified graduate with QTS or the equivalent (gained through experience). | Level  | Essential  |

**Experience**

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| Successful pastoral leadership experience. | Essential  |
| Valid experience of pastoral care and pupil management, for example, as Form Tutor or Head of Year. | Essential  |
| Experience of leading change and management beyond the confines of a department to demonstrate broader impact. | Desirable  |
| The ability to evidence the leading of change at a significant managerial level in school. | Desirable  |

**Attitude/approach**

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| A considerable appetite for hard work and the ability to work with very high levels of energy and commitment. | Essential  |
| A sensitivity to the needs of young people. | Essential  |
| Personal integrity, honesty, energy, stamina and enthusiasm. | Essential  |
| A willingness to give generously of their time to support school events and activities.  | Essential  |
| The ability and appetite to commit to whole school events (after school, evenings and when appropriate at weekends). | Essential  |
| A natural affinity and deep appreciation of issues of pupil welfare, wellbeing, inclusivity and equality. | Essential  |

**Employment details:**

Pay will be commensurate with a role of elevated profile and at Senior Leadership level.