



The Academy Grimsby
YOUR FUTURE, FOCUSED

JOB DESCRIPTION/PERSON SPECIFICATION

| | |
|-------------------------|------------------|
| Job Title: | Pastoral Manager |
| Responsible to: | Head of Pastoral |
| Responsible for: | N/A |

| | |
|-----------|--|
| 1. | Job Purpose: |
| 1.1 | To support students to achieve their full potential some of whom may be exhibiting behaviour, emotional or social problems in school |

| | |
|-----------|--|
| 2. | Key Responsibilities: |
| 2.1 | To monitor behaviour, emotional and social issues within a specific year group(s) and make positive interventions when necessary. |
| 2.2 | To monitor attendance and truancy issues and devise and implement intervention strategies to improve these issues. |
| 2.3 | To identify personal issues that are affecting students' performance at school and share this information with relevant staff in order to help the student progress. |
| 2.4 | To create and implement behaviour plans and monitor their success. |
| 2.5 | To provide support to students in integration issues within their wider social environment. |
| 2.6 | To work with the Safeguarding team to ensure any issues are swiftly dealt with. |

| | |
|-----------|--|
| 3. | Specific Duties: |
| 3.1 | Organise rewards and sanctions – ensuring certificates are produced and displayed points are up-to-date. |

| | |
|-----|---|
| 3.2 | Be the first liaison for parents with any child protection/medical/family issues. |
| 3.3 | Liaise with outside agencies including other schools, attending meetings where necessary. |
| 3.4 | Promote healthy lifestyles. |
| 3.5 | To drive forward innovation within the pastoral team. |
| 3.6 | To identify and adopt best practice across the school in all areas of pastoral care. |
| 3.7 | To articulate and support the school rules and dress codes with all students and their parents. |
| 3.8 | To work with the GIHE Career Advisers to ensure progression for students. |

| | |
|-----------|--|
| 4. | Budget Responsibility: |
| 4.1 | The post has no specific budget responsibility other than the general requirement to ensure that any spending they are responsible for is undertaken in accordance with the Group's purchasing and financial regulations . |

| | |
|-----------|---|
| 5. | Continuing Professional Development: |
| 5.1 | The post holder will proactively take part in the Group Appraisal process and will appraise any staff they are responsible for. |
| 5.2 | The post holder must undertake all training deemed mandatory by the Group (e.g. Safeguarding, Equality and Diversity and Health and Safety) and will be expected to attend all other relevant training and continuous professional development events. They are responsible for their own professional updating |

| | |
|-----------|--|
| 6. | Health and Safety: |
| 6.1 | <p>The post holder will be required:</p> <ul style="list-style-type: none"> • To take reasonable care to safeguard their own safety and that of others with whom they work; • To cooperate with designated officers named by the Governors and/or the Principal and any other designated Institute manager to enable the Institute to comply with its obligations under Health and Safety legislation. • Not to interfere with or to misuse anything provided in the interests of health and safety or welfare. • To report immediately any defects in plant, equipment or the environment |

| | |
|-----------|---|
| 7. | Equality and Diversity: |
| 7.1 | The Group is committed to the provision of equal opportunities and strives to ensure that unfair discrimination does not occur. All employees have a duty to ensure unfair discrimination does not occur and to support the implementation of the Institute Groups' Equality policy as appropriate. |

| | |
|-----------|---|
| 8. | Safeguarding Children and Vulnerable Adults: |
| 8.1 | The Group recognises that it has a statutory and moral duty towards safeguarding the welfare of children, young people and, if appropriate, vulnerable adults who participate in any Institute group activities and expects all staff to share this commitment. All safeguarding mandatory training and updating must be undertaken (see 5.2) |

| | |
|-----------|--|
| 9. | Group Policies and Procedures: |
| 9.1 | All staff are required to be aware of and comply with all Group Policies and Procedures which are accessed via the Virtual Learning Environment. |

Note

This job description is current as at the date of your appointment. In discussion with your line manager your post description may be varied at any time to reflect or anticipate changes in or to the post and you may be required to undertake other duties commensurate with the grade of your post.

Please see following page for Person Specification

| Qualities | Specific Requirements | E | D |
|------------------------------------|---|-----------------------------|------------|
| Qualifications and Training | <p>Holds relevant professional qualification in education</p> <p>Has a thorough understanding of child protection legislation and trained in child protection issues</p> <p>Has attended a range of relevant specialist training courses to develop own knowledge of issues affecting young people and best practice in the management of these issues</p> <p>Holds First aid at work qualification or willingness to undergo first aid training</p> <p>Holds qualification to drive a minibus or willingness to undergo minibus training</p> | E E E | D D |
| Specialist Knowledge | <p>Understanding of SEN framework</p> <p>Knowledge of Ofsted</p> <p>Understanding of Prevent/SMSC/Equality and Diversity</p> <p>Knowledge of school and College performance measures</p> | E E | D D |
| Experience | <p>Experience of working in an educational setting with students aged 14 - 18</p> <p>Demonstrable experience of working with young people and families</p> <p>Experience of working in a multi-agency setting</p> <p>Experience of supporting SEN student transitions</p> <p>Proven specialist experience of promoting social integration for SEN children</p> <p>3 Years + experience in school environments undergoing rapid change</p> | E E E | D D |
| Skills and Attributes | <p>Ability to communicate with young people, both individually and in a group setting</p> <p>Ability to motivate and engage young people</p> <p>Ability to assess the needs of young people and their families and to work with other agencies to formulate and deliver packages of support</p> <p>Coaching skills</p> | E E | D |

| | | | |
|--------------|---|---|---|
| | Able to build constructive relationships with parents and carers | E | |
| | Able to develop and maintain close links and work effectively with staff from other agencies | E | |
| | Able to gather information and produce reports | E | |
| | Confident basic user of ICT. Must be numerate and well organised | E | |
| | Good planning and organisational skills and a flexible approach to the management of work | E | |
| | Excellent communication skills both written and oral and the ability to communicate effectively with staff and students | E | |
| | Ability to prioritise own workload | E | |
| | Counselling skills | | D |
| Other | DBS check carried out on appointment | E | |

Qualities identified and determined by:

E = Essential

D = Desirable