

## **Caterham High School**

### **Deputy Pastoral Manager KS3 & KS4**

#### **JOB DESCRIPTION**

**Job Title:** Deputy Pastoral Manager  
**Grade:** LBR 9 term time only and an additional 5 days  
**Responsible to:** SLT Behaviour and Pastoral Manager  
**Date of Job Spec:** November 2022

#### **Role of the Pastoral Support Leader KS3 & KS4**

##### **Purpose**

To improve and develop good behaviour and social inclusion practice, with Pastoral Manager and SLT Behaviour Lead, that creates a positive learning environment that addresses the needs of students who are at risk socially, emotionally or behaviourally, or at risk of exclusion.

Under the direction of the Pastoral Manager and SLT Behaviour to lead, devise and develop the pastoral and behavioural provision for vulnerable and targeted students to improve attendance, achievement and behaviour.

Under the direction of the Pastoral Manager and SLT Behaviour to lead, devise and develop initiatives, programmes and provision that supports students' personal development and welfare.

Under the direction of the Pastoral Manager and SLT Behaviour to work closely with Heads of Year to engage these learners in good behaviours and study that enables them to progress and succeed in school. With other key professionals, to manage the support of vulnerable students who are at risk socially, emotionally or behaviourally, or at risk of exclusion.

Under the direction of the Pastoral Manager to lead, manage and co-ordinate members of the Pastoral Support team to reduce incidents of disruptive behaviour across the school and create a positive learning environment.

Under the direction of the Pastoral Manager to ensure the Pastoral Support Team provides a range of interventions to support students with behaviour difficulties to improve their behaviour in the classroom and across school. To ensure school systems, protocols and policy relevant to positive behaviour management are implemented to the highest standard by the Pastoral Support Team.

To support and uphold the positive behaviour ethos of the school, and follow the school's policy for behaviour.

**Liaising with a range of staff** including Pastoral Manager, SLT Leads for Behaviour, Safeguarding, and Raising Standards; Heads of Year, members of the Pastoral Support Team and student services support staff including attendance officer/administrators; SENCo, EAL staff, HIP manager and other key inclusion personnel; Curriculum or Subject Leaders, those staff with cross curricular responsibilities, and teaching and support staff; and LA representatives, external agencies (eg social workers, the police) and parents and carers.

Attend meetings as necessary with SLT Behaviour Lead, Safeguarding Leaders, external professional and others as appropriate and necessary.

Employees are expected to be courteous and provide a welcoming environment to visitors and telephone callers at all times.

## **Core Duties**

### **Supporting students, especially those who are vulnerable socially, emotionally or behaviourally or at risk of exclusion:**

- To proactively research on supporting vulnerable students, bringing strategies or initiatives to the attention of the SLT Behaviour Lead and develop strategies further
- Develop, devise and deploy a range of mentoring resources, including the Pastoral Support Team, in consultation with the Pastoral Manager, SLT Behaviour Lead, with advice from inclusion staff (eg SENCo) and/or Head of Year.
- To take an active role in reparation between staff and students following any incident to repair relationships between students and staff wherever possible

### **Managing the Learning Zone**

- Set the ethos and manage the Learning Zone, making recommendations for improvements to the Pastoral Manager and SLT Behaviour, ensuring that provision meets the needs of students
- Establish and monitor routines, protocols and processes to meet the expectations and ethos of the Learning Zone, ensuring these are in place and carried out by team members
- Co-ordinating appropriate resources in the room to meet a range of needs
- Ensuring appropriate records are kept detailing attendance, punctuality, student responses and mentoring or guidance meeting notes
- Liaise with parents and carers as directed or appropriate in relation to Learning Zone arrangements and procedures
- Ensuring appropriate work is available for students who are placed in the Learning Zone.
- Analyse records and data from the Learning Zone Room to produce evidenced based reports, to monitor effectiveness, and to make revaluations of, and recommendations for, the Learning Zone Strategy, sharing information with Pastoral Manager and SLT Lead Behaviour or other key members of staff
- Develop, co-ordinate and oversee the day to day and ongoing work of the Learning Zone, liaising with appropriate school staff to direct and set levels of work
- Organise timetables and routines to ensure the smooth running of the Learning Zone

### **Safeguarding**

- To uphold, support and act upon the school Safeguarding Policies and practice ensuring knowledge and understanding is up to date with clarity of procedures to be followed
- To attend Safeguarding meetings with the Safeguarding Lead
- To work with SLT Safeguarding Leads and Heads of Year to support and promote good safeguarding practice and provision, and to carry out duties with regard to safeguarding incidents as directed by the SLT Behaviour

### **Supporting Exclusions**

- To manage, support, and monitor the placement or monitoring of students who fall below the expected standards of behaviour prior to a school sanction being given
- Attend exclusion and reintegration meetings as requested by Pastoral Manager or SLT Behaviour Lead

- Monitor, as necessary, students who return from exclusion, putting in place strategies to support engagement in learning and lessen the risk of re-exclusion
- To support Teaching Heads of Year, if necessary, to ensure that contact is made with the parents or carers of students who have been placed in the Learning Zone or excluded internally or externally in liaison with Pastoral Manager

#### **Working with parents and carers to improve behaviour**

- Manage the communication and liaison with parents and carers of high tariff (of behaviour points) students, working to ensure understanding of strategies in place to support their child
- Meet with parents or carers, as directed by the SLT Behaviour Lead, to promote clear communication and engagement with parents and carers

#### **Other Duties**

- To organise, co-ordinate and undertake supervisory duties as required or pertinent to supporting good behaviour, address intermittent areas of concern, and support the smooth running of the school. To support SLT as needed in developing a positive ethos and positive image with the local community.
- To undertake relevant training and CPD that supports the development of a positive behaviour ethos in the school, and enables the Pastoral Support Leader to be well trained in their role. To disseminate training as appropriate to the wider team.
- To be a qualified first aider and be part of the First Aid Team

#### **Equal Opportunities**

The School/Service is committed to achieving equality of opportunity in its service provision and amongst the workforce. All employees are, therefore, expected to understand, comply with and promote the School's/Service's policies in this respect and, in particular, take care not to commit any acts of unlawful discrimination.

#### **Health & Safety**

The postholder shall ensure that the duties of the post are undertaken with due regard to the Council's, the Education, Children's Services & Leisure Department's, and the School's/Service Health & Safety Policy statements. S/he shall also have regard to his/her personal responsibilities under the provisions of the Health & Safety at Work Act 1974 and all other relevant legislation. You should, therefore, ensure that you familiarise yourself with these documents.

In general, all staff are required to take due care for their own safety and the safety of their fellow employees at all times.

#### **Safeguarding of Children and Young People**

All schools and other Education Services in Redbridge are committed to safeguarding and promoting the welfare of children and young people. Therefore, all workers and employees at this School/Service are expected to share this commitment.

### CATERHAM HIGH SCHOOL Deputy Pastoral Manager PERSON SPECIFICATION

Criteria	Essential	Desirable	Evidence
<b>Attainments and qualifications</b>			
Qualified in English/literacy and mathematics/numeracy to at least Level 2 of National Qualification framework (minimum grade C or 4)	Yes		Application form and original certificates
Educated to NVQ Level 3 (or above) or equivalent qualification.	Yes		Application form and original certificates
A relevant professional qualification or a background in education, health or youth work	Yes		Application form and original certificates
Evidence of participation in regular professional development in relevant areas	Yes		Application form
<b>Experience</b>			
At least 4 years' experience of working successfully with young people in an educational environment or other similar environment	Yes		Application form
2 years' experience of working in a complex organisation.	Yes		Application form
Experience of identifying and assessing young people's needs implementing action plans and learning targets for young people	Yes		Application form Interview
Experience of supporting learners with varying behavioural difficulties to manage challenging behaviour and resolve conflict.	Yes		Application form Interview
Knowledge and experience of effective delivery and evaluation of a range of strategies and intervention to individuals and in small groups to promote good learning and behaviour	Yes		Application form Interview
Knowledge of the key factors affecting the way young people learn and behave	Yes		Application form Interview
Experience of working in partnership with other agencies and with senior managers and other managerial colleagues within an institution.	Yes		Application form Interview
Experience of student monitoring, evaluation and review processes to further impact on raising standards for individual students		Yes	Application form Interview
Able to organise and monitor work of others and give clear instructions.	Yes		Application form
Clear leadership and organisational skills working with management and resources preferably in an educational or similar setting	Yes		Application form Interview
<b>Special Skills/Knowledge/Abilities and Aptitudes:</b>			
Able to communicate effectively, sensitively and accurately in oral and written form including production of reports, observations and evaluations.	Yes		Application form Interview
Able to form effective working relationships with the range of stakeholders.	Yes		

Presence and the confidence to deal effectively, calmly and appropriately with students, staff and parents and carers	Yes		Application form Interview
Able to develop successful professional relationships with young people that enable positive outcomes.	Yes		Application form Interview
Able to encourage parents to work co-operatively with the school and involve them in their child's education.	Yes		Application form Interview
Able to utilise ICT to effectively support their management responsibilities and support student learning	Yes		Application form Interview
Able to work collaboratively and flexibly within a team and understands roles and responsibilities, recognising own position within these, and contributing to team development (including managing the CPD of others)	Yes		Application form Interview
Able to work on own initiative, manage time effectively, and prioritise work including when under pressure.	Yes		Application form Interview
Able to interpret and effectively analyse data to use as a tool for improving young people's progress/outcomes.		Yes	Application form Interview
Good understanding of the personal, familial, socio economical and cultural factors that can contribute to the disengagement and disaffection of young people.	Yes		Interview
Able to inspire, challenge, motivate and enthuse others, in particular children and young people.	Yes		Application form Interview
<b>Commitment to the promotion of values, policies and procedures:</b>			
An understanding of and commitment to Equal Opportunities and diversity, and the issues affecting social, cultural, linguistic, religious and ethnic backgrounds	Yes		Application form Interview
Commitment to young people, their life chances being empathetic and responsive to differing needs	Yes		Interview
Committed to safeguarding and promoting the welfare of children and young people.	Yes		Interview
Has an understanding of Health and Safety particularly in relation to the welfare of young people.		Yes	Application form Interview
Commitment to raising educational achievement, positive values, attitudes and behaviour	Yes		Interview
Understanding of the importance of values and ethos of an institution and the role of policy to promote strong provision		Yes	Interview
Able to demonstrate flexibility and commitment to a high quality service		Yes	Application form Interview
Enthusiasm, commitment and a desire to make a difference	Yes		Application form Interview

