



CANNOCK CHASE HIGH SCHOOL

A C H I E V E M E N T F O R A L L

JOB DESCRIPTION

Pastoral Manager

Location: Cannock Chase High School, Hednesford Road, Cannock WS11 1JT
Line Manager: Assistant Headteacher (Behaviour and Attitudes)
Job Grade: Support Staff Pay Grading 5
Hours of Work: 37 hours, Term Time only (39.2 working weeks)

Statement of Purpose

- To support the welfare and promote the holistic development, academic achievement and extra-curricular participation of all students in specific Year groups in liaison with the Pastoral Team.
- Develop and enhance a culture of high expectations for all, in line with our whole school culture/ethos and mission statement.
- To engage with all data sources available indicating the development of each student within the Year groups. Such data sources would include attendance data, behaviour data and academic progress.
- To liaise with all staff involved in teaching or supporting students across identified Year groups.
- To liaise, when required, with outside agencies involved in supporting students with all safeguarding procedures being strictly adhered to.
- To ensure high standards of behaviour, personal presentation with regards uniform, attendance and punctuality, by each student, and ensure that the school Behaviour Policy is adhered to at all times.
- Be available at break and lunchtime to respond to First Aid for specific Year groups.
- To support in other Year groups as required to cover for colleagues.

Main Duties & Responsibilities

- To be the first point of contact with parents or students in conjunction with the Directors of Year, and to provide support to Directors of Year as required.
- To monitor standards of student behaviour, uniform, attitudes to learning, punctuality and attendance, on a daily and weekly basis, in conjunction with the Directors of Year, Assistant Headteacher and Director of Student Services.
- To respond to Lesson Support as required and wherever possible resolve concerns.
- Be responsible for school detention registers on a daily basis, resetting detentions and liaising with parents and staff as and when appropriate.
- Record all information and communication regarding students on the SIMs system and upload any relevant documents.
- To become a qualified First Aider and support the appropriate procedures in school.
- To act as a role model to young people.
- Investigate incidents that occur, collecting statements from students, liaising with relevant Pastoral Team regarding outcome and informing parents when required.
- To work as a member of the wider Pastoral Team, making active contributions to strategies and interventions with students.

- To attend meetings both inside and outside of school, in relation to the welfare and/or attendance of individual students.
- To attend and complete home visits for students where there are attendance concerns or other pastoral concerns in liaison with the attendance officer, Director of Year and Director of Student Services (use of own car is required).
- Short-term supervision of student groups where appropriate.

Support to Students

- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all students within the school.
- Support students consistently whilst recognising and responding to their individual needs.
- Support students through one-to-one and/or small group pastoral support, adapting to the particular needs of students to promote social inclusion, positive behaviour, wellbeing and safety.

Support to Teachers

- Dealing with any immediate problems or emergencies according to the school's policies and procedures – Lesson Support/First Aid Rota.
- To liaise with outside agencies involved in supporting the students, with all safeguarding procedures being strictly adhered to.

Support for the Curriculum

- Make appropriate use of equipment and resources.
- Support students to understand instruction in relation to curriculum subjects.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Ensure compliance with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Undertake relevant training to the role, which may include de-escalation of conflict, behaviour management, etc.
- Contribute to the overall ethos/work/aims of the school.
- Assist with the supervision of students out of lesson times, including before and after school and at break/lunchtimes.
- Recognise own strengths and areas of expertise and use these to advice and support others.

General Services

- To participate in the marketing of the school which includes, but is not restricted to, assisting at open events.
- Assist the Leadership Team in the event of an evacuation or drill.

Whole School Responsibilities

- Promote and safeguard the welfare of children and young people you are responsible for and/or come into contact with.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to values and ethos of the school.

- Appreciate and support the role of other professionals valuing differences of opinion and approach.
- To establish constructive relationships and communicate with other agencies/professionals in a positive manner.
- Attend and make positive contributions in relevant meetings as required.
- To assist with students' needs as appropriate, during the school day.
- Any other duties which are required and commensurate with the post.

Whilst every effort has been made to explain the duties and responsibilities of the post, each individual task may not have been identified. All staff will be expected to accept reasonable flexibility in working arrangements and comply with any reasonable request from their line manager, undertaking work or tasks of a similar level that is not specified in this job description.



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PERSON SPECIFICATION

Pastoral Manager

Factors	Essential or desirable	Measured by
Qualifications		
Appropriate qualifications, in relation to literacy and numeracy.	Essential	AF
Qualifications related to working with young people that could be applied to a secondary school setting (e.g. First Aid Qualification, Sports Coaching Badges).	Desirable	
Knowledge and Skills		
The ability to articulate the role, purpose and value of a pastoral system within a school setting.	Essential	AF/I
Ability to support the delivery of assemblies to students in conjunction with teaching staff.	Essential	
A strong understanding and awareness of safeguarding procedures, in relation to keeping children safe both inside and outside of school.	Essential	
Strong data analysis skills.	Essential	
Clear understanding of what makes a team work successfully together.	Essential	
Outstanding behaviour management skills with young people.	Essential	
Experience of working with young people in a school setting.	Desirable	
Experience of working with outside agencies that support young people.	Desirable	
Personal Qualities		
Team player who is able to inspire others through their work and vision for pastoral care and student achievement.	Essential	AF/ I
Enthusiastic, hardworking and able to show initiative.	Essential	
Ability to prioritise.	Essential	
Firm, but fair in manner.	Essential	
Excellent verbal communication skills, combined with the ability to inspire and motivate adults and students.	Essential	
Determination, resilience and generosity of spirit.	Essential	
A belief that no child should be left behind, both academically and socially.	Essential	
The ability to defuse situations and deal with conflict resolution to all circumstances.	Essential	
Sense of humour.	Essential	
Interests outside of school that will enhance school life.	Desirable	

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- motivation to work with children and young people;
- ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- emotional resilience in working with challenging behaviours and attitudes;
- use of authority and maintaining discipline.