**JOB DESCRIPTION**

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| Job Title: Pastoral Support Manager (Tooting Year 11 & Careers and work preparation) | Grade: Scale SO1 |
| School: Francis Barber PRU | Date: May 2021 |
| Responsible to : Pupil Progress Leader/2 i/c Tooting |
| Responsible for: Pupil progress of Year 11 pupils at Tooting |

**Main Job Purpose:**

* The post holder will take responsibility for the pastoral welfare of a designated group of students and ensure effective communication with keyworkers and families of these students, the Pupil Support Manager will ensure all students in their care are ready for learning.

**Main Duties and Responsibilities**

**Attendance and Punctuality**

* Support Keyworkers with day to day responsibility for the attendance and punctuality of the year 11 pupils and other pupils’ if and when requested.
* Support Keyworkers to ensure that all Francis Barber procedures relating to attendance and punctuality are followed
* Support Keyworkers weekly to ensure all attendance and punctuality statistics are recorded, analysed and actions are taken to ensure the attendance target is met. Support Pupil Progress Leaders to create reports for weekly keyworking meetings.
* Support Keyworkers to communicate attendance and punctuality concerns to parents carers, and outside agencies working with them to ensure improvement
* Support Pupil Progress Leaders to liaise with and organise support as require with external agencies and partners in particular with Social Services
* Ensure appropriate arrangements are made for students who are unwell or who are unable to attend e.g. appropriate work sent home and monitored.

**Behaviour and Rewards**

* Day to day responsibility for the behaviour and rewards of year 11 pupils and other groups as requested including, managing behaviour escalations, setting up resolution meetings with class teacher and or keyworkers. Make contact with parents/careers in the absence of keyworkers
* On a weekly basis, support the Pupil Progress Leader in ensuring all behaviour and rewards statistics are recorded, analysed and actions are taken to review the progress of students.
* Liaise with and organise support as require with external agencies.

**Uniform and Equipment**

* Day to day responsibility for upholding the dress code of students in the year group including supporting keyworkers as appropriate
* Working with keyworkers to regularly monitor student planners and ensure effective target setting.

**Communication**

* Ensure standard letters are sent relating to attendance, reports and school events.
* Respond to parental enquiries and follow up, logging date, time, reason, and action.
* Ensure all student records are kept up to date both electronic and hard copy and that all relevant information is disseminated to staff.
* Assist with the preparation of student reports and liaise with admin/clerical team in the production of all student assessment data and standard/general letters home.
* Provide effective liaison with relevant outside agencies to impact upon pupil progress

**Francis Barber – General**

* Carry out student supervision duties immediately before and after the school day, and at break and lunchtimes
* Lead sessions with small groups of pupils and with individual pupils as the timetable demands
* Take a lead role in Keyworking meetings and other meetings as required
* Participate in annual reviews of performance providing clear evidence of impact
* Participate in training as appropriate
* Support Pupil Progress Leaders with examination timetable and invigilate examinations as required
* Ensure all appropriate information and communications are disseminated to appropriate staff
* Support the Head of School, Pupil Progress Leader and DMS in Child Protection matters for Year Yr 11 students and other students when required.
* Directly work and report to the Pupil Progress Leader and Head of School on a daily basis
* Alongside Pupil Progress Leaders, Head of School and Teaching and Learning team, take a lead role in organising Parents’ Events.
* Take responsibility for the Work related learning and work experience of the pupils at the Tooting Site and support the member of staff leading this area at Westdean. Take a lead role in collating the destinations data for the pupils post 16.

**Generic Duties and Responsibilities**

* To comply with all the school’s codes of practice, policies and procedures, including the code of conduct, and those relating to child protection, data protection and health and safety.
* To be committed to the promotion of equality, diversity and inclusion within the whole school community and maintain an awareness of the school’s equalities policy statement; to work to create and maintain a safe, supportive and welcoming environment where everyone is treated with dignity and their identity and culture are valued and respected; to report any instances of inappropriate behaviour or discrimination immediately.
* To be fully aware of and understand the duties and responsibilities arising from the Children’s Act 2004, the London Child Protection Procedures, Working Together and KCSIE 2020 in relation to child protection and safeguarding children and young people as this applies to your role within the council. To also, be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to your work role. To ensure that your line manager is made aware and kept fully informed of any concerns which you may have in relation to safeguarding and/or child protection.
* To carry out any other reasonable duties and responsibilities within the overall function, commensurate with the grading and level of responsibilities of the post

**PERSON SPECIFICATION**

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| **Job title:** Pupil Support Manager (Tooting year 11 & Careers and work preparation) | **Grade:** SO1 | **Date: May 2021** |

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| A: application form (for shortlisting), I: interview, T: test, C: original certificate, R: reference |
| **Requirements** | **Assessed by: A / I / T / C/R** |
| **Experience**  |
| 1. Be able to demonstrate the ability to organise own time.
2. Ability to engage constructively with, and relate to, a wide range of young people and families/carers of different ethnic and social backgrounds.
 | I, AI, A |
| 1. Ability to work effectively with all staff and senior management of the PRU, local schools and range of external agencies.
 | I, A |
| 1. Experience of planning and evaluation and ability to identify potential barriers to learning and jointly engage in strategies to overcome these.
 | I, A |
| 1. Experience of working with young people with additional needs.
 | A |
| 1. Ability to relate well to young people and adults and a commitment to maximising the academic, personal, social and emotional development of all students.
 | A |
| **Qualifications** |
| 1. GCSE at grade C or above or equivalent in English and Maths
 | C |
| 1. Degree or equivalent in a relevant subject
 | C |
| 1. Mentoring or coaching qualification
 | C |
| **Knowledge & Skills** |
| 1. Ability to communicate effective with a wide range of audiences from pupils, parents, professionals form other agencies and colleagues within the school.
 | I |
| 1. Ability to use ICT systems to access pupil information and create reports and letters,
 | A, T |
| 1. An understanding of the complex nature of pupil needs and the wide range of support available including the team around the child
 | A |
| 1. Be resilient and demonstrate ability to work well under pressure.
 | I |
| 1. Able to adopt a flexible working practice.
 | I |
| 1. Excellent record of attendance and punctuality.
 | R |
| 1. An understanding of the school’s equal opportunities policy in respect of service delivery and an awareness of the needs of differing cultural groups and other minority groups.
 | I |
| 1. Awareness and understanding of the duties and responsibilities arising from the Children Act 2004 and Working Together in relation to child protection and safeguarding children, young people and vulnerable adults.
 | I |
| **Special requirements** |
| 1. An understanding of the process of arranging work experience and a wide understanding of the opportunities and career routes for young people post 16
 | A, I |