**JOB DESCRIPTION**

**Job Title:** Pastoral Director  
**Grade:** 5

1.0 **JOB PURPOSE:**

1.1 To provide leadership and line management of pastoral team and lead the provision of pastoral care throughout the school to secure excellent teaching so all pupils achieve their potential within an atmosphere in which pupils feel challenged, valued and secure.

1.2 To assist the Head teacher in the overall management and development of the school within Behaviour Management, Safeguarding, Attendance and Emotional Health and Well-Being. This will include managing a budget and overseeing resources to ensure effective systems for these areas at the school.

2.0 **DUTIES AND RESPONSIBILITIES:**

**SAFEGUARDING**

1. Act as the principal DSL for the school. Ensure all safeguarding concerns are followed up effectively and all staff are equipped with the relevant training to ensure a high standard of safeguarding practice across the school.

2. DSL has a responsibility for promoting and safeguarding the welfare of children and young people across the school. Ensure compliance with regulations set out in the latest version of KCSIE.

3. Ensure all staff are continually updated on changes to Safeguarding and child protection legislation and are compliant with current Safeguarding agendas.

**ATTENDANCE**

4. Monitor attendance and implement a strategic approach to ensure all staff/stakeholders are aware of expectation nationally and as a school, putting incentives in place to encourage national expectation. Monitor cases and put appropriate support in place, in line with the legal guidance and parameters set by the LA.

**BEHAVIOUR**

5. Monitor progress, extra-curricular involvement and behaviour across the school and ensure that behaviour policy is adhered to consistently and that pupils are placed at the appropriate level of intervention in line with the Behaviour Policy.

6. Develop Resources to support positive behaviour in class and during break and lunchtime.

7. Review behaviour data and disseminate information effectively.
8. Oversee the management of IBPs — ensure the pastoral team are adhering to writing and reviewing these at the correct stage across the whole school with stakeholder involvement.

GENERAL

9. Further develop policies for Safeguarding, Attendance and Behaviour, using self-audit and action planning to ensure school priorities remain focused in these areas.

10. To attend all attendance, safeguarding and behaviour management related meetings, as appropriate and to provide concise and up to date reports to SLT, Governors and key partner agencies. This will involve reporting to governors termly with detailed reports.

11. Monitor Rewards and Initiatives to impact on whole School achievement, development and attendance; Inc. overseeing House Points, Class Dojo etc.

12. Support SLT to coordinate events (including Parents Evenings and Parental engagement events

13. Maintain strong relationships with parents across the school and support colleagues in meetings with parents.

14. Support Pastoral Team to undertake their professional development and carry out Performance Management with the School Improvement plan taken into account.

15. Use meetings to share good practice, moderate and cascade training, organise annual safeguarding training

16. Deliver INSET across the school in the key areas of Behaviour, Attendance, Safeguarding and Emotional Health and Well-Being.

17. Keep abreast of developments in these areas and bring these to the Pastoral Team and SLT.

18. Establish a network with local Primary and Secondary schools and develop working relationships to ensure reports, safeguarding information is transferred successfully.

19. Work in partnership with the SENCO to support of pupils with emotional and behavioural needs.

20. Develop intervention activities to raise achievement.

21. Liaise effectively with outside agencies and outreach workers

22. Work in conjunction with Year Group Leaders and the Pastoral Team to ensure that communication between school and home is effective and robust.

23. Manage and assist with the organisation of events that raise the profile of your school and improve parental engagement.

24. Ensure provision of classes that support the education and provide support at home for parents.

25. Ensure that roles of staff contributes to the ethos of the School
26. Prepare for meetings — identify the purpose, circulate an agenda and minutes to ensure maximum impact of Pastoral Team can be achieved.

27. Oversee, co-ordinate and monitor the impact of projects and review progress each term and report findings to governors and SLT.

28. Oversee the Medical provision of the School. Ensure an up to date list of children with medical concerns is in place and accessible by members of SLT. Coordinate a timetable for First Aiders to ensure first aid duty is covered at all times, especially during break and lunchtime.

29. To ensure all tasks are carried out with due regard to Health and Safety

30. To undertake appropriate professional development including adhering to the principle of performance management.

31. To adhere to the ethos of the school
   - To promote the agreed vision and aims of the school

   - To set an example of personal integrity and professionalism

   - Attendance at appropriate staff meetings and at progress and parents’ evenings.

32. any other duties as commensurate within the grade in order to ensure the smooth running of the school

OBSERVANCE OF THE CITY COUNCIL’S EQUAL OPPORTUNITIES POLICY WILL BE REQUIRED

3.0 Supervision Received:

3.1. Supervising Officer’s Job Title: Head Teacher

3.2 LEVEL OF SUPERVISION

1. Regularly supervised with work checked by supervisor

2. Left to work within established guidelines subject to scrutiny by supervisor

3 Plan own work to ensure the meeting of defined objectives

4.0 Supervision Given: (excludes those who are indirectly supervised ie through others)

<table>
<thead>
<tr>
<th>Post Title</th>
<th>Grade</th>
<th>No of Posts</th>
<th>Level of supervision</th>
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<tbody>
<tr>
<td>Learning Mentors (when appointed)</td>
<td>3</td>
<td>tbc</td>
<td>2</td>
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</table>
Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school or college’s child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers; 87
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses.

87 Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.
Annex B: Role of the designated safeguarding lead

Governing bodies, proprietors and management committees should appoint an appropriate senior member of staff, from the school or college leadership team, to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the role-holder’s job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings — and/or to support other staff to do so — and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children’s social care as required;
- support staff who make referrals to local authority children’s social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police Investigations;
- as required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
### 5.0 SPECIAL CONDITIONS:

#### 5.1 PERSON SPECIFICATION

**Job Title:** Pastoral Director  
**Job ref:** OS0831XV  
**Grade:** GR5

**Method of Assessment (M.O.A.)**

A.F. = Application Form; I = Interview; T = Test or Exercise;  
P = Presentation

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>ESSENTIAL</th>
<th>M.O.A.</th>
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<tbody>
<tr>
<td>EXPERIENCE</td>
<td>Evidence of good practice and improved outcomes of pupils</td>
<td>AF/I</td>
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<tr>
<td>(Relevant work and other</td>
<td>Successful experience of working in a Leadership role</td>
<td>AF/I</td>
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<td>experience)</td>
<td>Successful experience of working in a multi-agency environment</td>
<td>AF/I</td>
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<tr>
<td>SKILLS AND ABILITIES</td>
<td>Good behaviour management practice, skills, knowledge and understanding</td>
<td>AF/I</td>
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<td>(Eg Written communication</td>
<td>Good administrative, communication and interpersonal skills</td>
<td>AF/I/T</td>
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<td>skills, dealing with the</td>
<td>Good time management skills and ability to set and meet deadlines</td>
<td>AF/I/T</td>
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<td>public)</td>
<td>Ability to lead and develop effective teams</td>
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<td>Understanding of monitoring and evaluation</td>
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<td>Evidence of achieving raised standards for pupils</td>
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<td>ICT competency</td>
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<td>Enthusiastic and hardworking</td>
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<td>Leading by example</td>
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<td>Understands team dynamics and development</td>
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<td>Self-starter, ability to be self-reflective</td>
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<td>TRAINING</td>
<td>Ability to contribute to Pastoral Management</td>
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<td>Willing to undertake training, as per the requirements of the role</td>
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<td>EDUCATION/QUALIFICATIONS</td>
<td>Degree level qualification or other relevant professional qualification</td>
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<td>NB Full regard must be paid to overseas qualifications</td>
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<td>OTHER</td>
<td>Sets self and others high standards and targets and achieves them</td>
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<td>The ability to support colleagues</td>
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<td>To be loyal and committed to the school</td>
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<td>An ability to establish and develop positive relationships throughout the school</td>
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ALL STAFF ARE EXPECTED TO BE COMMITTED TO THE CITY COUNCIL’S EQUALL OPPORTUNITIES POLICY

COMPILED BY: ___________________________ DATE: ________________

(Shortlisting/Interviewing Panel): ___________________________ DATE: ________________