

Pastoral Year Head / Achievement Coordinator

Job Description

Grade: GRD – *Subject to Job Evaluation*

1. **Job Purpose**

- 1.1 To provide leadership and management for a team of tutors and lead the provision of pastoral care 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 Headteacher and the Leadership Team in the overall management and development of the school

2. **Key Responsibilities**

- 2.1 Monitor progress, extra-curricular involvement and behaviour across your Year Group and ensure that pupils are placed on tutor or head of Year report or at the appropriate level of intervention in line with the Positive Discipline Policy
- 2.2 Ensure that IEPs and PSPs are written and reviewed at the correct stages
- 2.3 Monitor attendance and intervene with tutors, parents and EWO as appropriate
- 2.4 Have a rolling programme to monitor homework, issuing of credits, planners, uniform, equipment and Next Steps
- 2.5 Coordinate events (including Parents Evenings; ATD; Prefects; Prom; KS2/3, KS3/4, or KS4/5 transition)
- 2.6 Lead, coordinate and monitor aspects of the Pastoral Team Improvement Plan
- 2.7 Maintain strong relationships with parents of your Year Group and support colleagues in meetings with parents
- 2.8 Mentor and support colleagues. Encourage their professional development
- 2.9 Use meetings to share good practice, moderate and cascade training
- 2.10 Offer INSET to the Team and across the school
- 2.11 Establish a network with local Primary and Secondary schools
- 2.12 Develop Schemes of Learning to be used by tutors during Active Tutorial
- 2.13 Keep abreast of developments and bring these to the Team or the School. Engage with school-wide learning initiatives and lead these in your Year Group
- 2.14 Liaise with the SENCO for support of pupils in you Year Group with Special Needs

- 2.15 Following each reporting cycle, review assessment data and coordinate follow up across your Year Group
- 2.16 Plan intervention activities to raise achievement. If appropriate liaise with outside agencies and outreach workers
- 2.17 Ensure that Rewards are distributed
- 2.18 Ensure that correspondence between school and home is sent
- 2.19 Organise events that raise the profile of your year Group
- 2.20 Ensure that your Year Group contributes to the ethos of the School
- 2.21 Prepare for Tutor Team meetings – identify the purpose, circulate an agenda and minutes
- 2.22 Oversee Active Tutorial Work (ATW) and formally observe each tutor each term. Review the ATW programme Schemes of Learning annually
- 2.23 Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- 2.24 To ensure all tasks are carried out with due regard to Health and Safety
- 2.25 To undertake appropriate professional development including adhering to the principle of performance management.
- 2.26 To adhere to the ethos of the school
 - 2.26.1 To promote the agreed vision and aims of the school
 - 2.26.2 To set an example of personal integrity and professionalism
 - 2.26.3 Attendance at appropriate staff meetings and parents evenings
- 2.27 Any other duties as commensurate within the grade in order to ensure the smooth running of the school

3. Supervision Received

- 3.1 Supervising Officer's Job Title:
- 3.2 Level of supervision:
 - ~~1. Regularly supervised with work checked by supervisor~~
 - 2. Left to work within establishment guidelines subject to scrutiny by supervisor
 - ~~3. Plan own work to ensure the meeting of defined objectives~~

4. Supervision Given (excludes those who are indirectly supervised i.e. through others)

Post Title	Grade	No of Posts	Level of Supervision (as in 3.2 above)

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5. **Special Conditions**

5.1 None

Person Specification

Method of Assessment (MOA)

AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
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Criteria	Essential	MOA
Education/Qualifications NB: Full regard must be paid to overseas qualifications.		AF/C
Experience Relevant work and other experience	Evidence of good practice and improved outcomes of pupils	AF/I
	Successful experience of working as a form tutor	AF/I
	Successful experience of working with a Year Team	AF/I
Skills & Ability e.g. written communication skills, dealing with the public etc.	*Delete if not applicable *An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by Part 7 of the Immigration Act 2016	AF/I
	Good behaviour management practice, skills, knowledge and understanding	AF/I
	Good administrative, communication and interpersonal skills	AF/I
	Good time management skills and ability to set and meet deadlines	AF/I
	Ability to lead and develop effective teams	AF/I
	Understanding of monitoring and evaluation	AF/I
	Evidence of achieving raised standards for pupils	AF/I

	ICT competency	AF/I
	Leading by example	AF/I
	Understands team dynamics and development	AF/I
	Self-starter, ability to be self-reflective	
	Ability to contribute to Pastoral Management Team	
Training		
Other	Sets self and others high standards and targets and achieves them	AF/I

All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery.

All staff at BCC understand and are committed to Equal Opportunities employment and service delivery.

As a Disability Confident Committed Employer, we take positive action to ensure people living with a disability or a long-term health condition feel supported, engaged, and able to fulfil their potential in the workplace.

People with a disability telling us on their application form they wish to participate in the scheme and who can then demonstrate in their application that they meet the essential criteria for the role will be shortlisted and offered an interview.

Safeguarding

Everyone has a responsibility to safeguard the welfare of children, young people, and adults at risk, whatever the role of the individual, or Birmingham City Council service or Directorates they work in.

Birmingham City Council will work with the appropriate statutory bodies when an investigation into child abuse or a safeguarding adult's investigation is necessary.

The Council is committed to safe recruitment practices and recognises that this fits into an overall corporate approach to safeguarding across a range of functions that need to operate

together to be effective. This applies to employees, volunteers, work placements, elected members, licencing, school transport arrangements and any other regulated positions.

The Council's safe recruitment process includes pre-employment vetting which involves establishing full employment histories; proof of identity; satisfactory references; health assessment; checks of qualifications; asylum and immigration checks; and criminal record checks with the Disclosure and Barring Service.

The Council's website will contain links to the current versions of safer recruitment policies that are in force.

In line with the has an overarching responsibility for safeguarding and promoting the welfare of all children/young people and adults in its area. All BCC employees are expected to:

Work in a way that prevents and protects service users from abuse.

- To be aware of the signs of abuse or neglect.
- Recognise the signs of abuse and neglect; and
- Record and report any concerns or incidents.
- Record and report any concerns or incidents.

At Birmingham City Council (BCC), we are committed to creating an environment and culture that promotes equality, diversity, and inclusion; making sure BCC is a place for people to be their best, authentic selves.

We welcome applications from people of all backgrounds, including those with caring responsibilities and flexible working options will be considered. We are building up our vibrant staff networks for peer-led support, with safe spaces for those who need it and offer access to our talent programmes to support everyone in reaching their aspirations and fulfilling their potential.