

Job description

Job title:	Pastoral Leader (Student Support Leader)
Accountable to:	Vice Principal - Pastoral
Responsible for:	NA
Location:	Lift Firth Park
Hours of work:	37 hours per week, 39 weeks term time + inset days (5)
Salary:	SCP 12-15

Overview of the role:

To monitor and report on student behaviour, attendance and punctuality in a set year group.

This role contributes to the Lift Schools' mission that **every** child receives an **excellent** education, in **every** classroom, **every** day.

Welfare of students

- Provide pastoral support, as required, to promote the wellbeing of all students, supporting integration in daily school life.
- Identify and monitor personal issues that are affecting students at school and put in place plans to provide care and support.
- Identify and adopt best practice across the school in all areas of pastoral care.
- Provide pastoral support to students in 'at risk' groups, including those with SEND, EHCP, or a child protection plan and liaise with relevant stakeholders accordingly.
- Act as a key worker for students as and when appropriate.

Behaviour & attendance

- Follow and implement the school's behaviour and attendance policies.
- Support assemblies and deliver messages that will reinforce positive expectations around behaviour and attendance.
- Liaise with teachers to support high standards of behaviour across the school.
- Along with the behaviour lead, create and implement behaviour plans and monitor their success.
- Monitor behaviour trends and stakeholder views, plan appropriate support in collaboration with the behaviour lead and designated safeguarding lead and ensure that these are consistently implemented.
- Be part of the behaviour response team, and be on call to manage and de-escalate disruptive behaviour where necessary.
- Work with the Senior Leadership Team to ensure the timely provision of all suspension and exclusion documentation in line with legal requirements.
- Ensure that sufficient and appropriate work is made available to parents/carers during a student's suspension, and support with any reintegration back into school.
- Work alongside the Attendance Officer to monitor attendance and truancy issues and collaboratively devise and implement intervention strategies to improve these issues, including communicating with parents.

Managing and recording data on systems

- Input and retrieve data from the school's management information systems as required, and ensure that information held on school's systems is as accurate and up to date as possible to support the safeguarding and wellbeing of students.
- Ensure staff appropriately use the school's management information system with regards to behaviour monitoring and logging pastoral issues.
- Regularly review behaviour and pastoral logs on the MIS and collaborate with the SENCo, mental health lead, designated safeguarding lead and behaviour lead to use this information to create, implement, monitor and adapt plans to improve school culture and improve pupil and staff wellbeing.
- Create reports for the SLT half termly showing pastoral trends and share evaluation outcomes.

Working with stakeholders

- Communicate any behaviour / attendance / general pastoral issues with parents where appropriate.
- Lead meetings with families to ensure all stakeholders are working collaboratively together to secure the best possible outcomes for students.
- Work with the SENDCo to identify students who may benefit from focused intervention programmes.
- Work with other members of the Pastoral and Admin team to promote collaborative working across the school.
- Be the first point of contact and liaison between families and other children's agencies, such as social services or child health, and initiate contact with other agencies on behalf of the school and parents / carers.
- Represent the school when requested at inter-agency or other professional meetings, and feed back to the SLT.
- Meet regularly with the pastoral team and key school leaders such as the designated safeguarding lead, the mental health lead, the School Attendance Champion and the behaviour lead to review cases and review and adapt processes and actions as required and ensure effective communication about pupil needs.

Year specific job role:

Student Support Leaders (SSL) will be responsible for a single year group. Each of these year groups will have a key focus, as detailed below. The SSL should support the learning team in achieving successful outcomes in these specific roles.

Year 7 - the Year 7 SSL will be responsible for supporting the transition of students from year 6 to year 7 and will work closely with all feeder primaries to maintain a warm and welcoming environment for new students, this will include liaison with the SEND department and the strategic and operational lead for transition.

Year 8 - the Year 8 SSL will be responsible for preparing students for their option process and helping them to make choices required to fulfill their future academic and career ambitions. The SSL will work closely with the Curriculum Leaders.

Year 9 - the Year 9 SSL will be responsible for assisting students in a transition from Key Stage 3 to Key Stage 4, parental liaison for studying, timetable amendment support and pastoral embedding of study skills.

Year 10 - the Year 10 SSL will be responsible for the supporting of students in their commencement of serious GCSE study, this will include intervention, pastoral support for increased academic focus and the assistance with the development of key study skills.

Year 11 - the Year 11 SSL will be responsible for helping students prepare to sit their public examinations including helping them to deal with the stressful experience this presents, parental study liaison, assisting the DOL with revision and intervention logistics and working with the Careers lead to help students focus on post 16 provision.

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The postholder is expected to work to the best of their ability, to be diligent, honest and ethical in the performance of duties and to conduct personal and professional life to the highest standard such that public confidence in their integrity is sustained.
2. This job description does not form part of the contract of employment and is not a comprehensive definition of the post. The duties of this post may vary from time to time according to the needs of the school/Trust following consultation with the job holder. It will be reviewed periodically.
3. The postholder is expected to participate and engage with workplace learning and development opportunities to continually improve their own performance.
4. The postholder may deal with sensitive material and should maintain confidentiality in all school related matters as set out in their statement of terms and condition of employment.
5. Information about how and why we collect your data can be found in the "Lift Schools Privacy Notice for Staff" which you are required to comply with.
6. You are expected to take reasonable care of your own health and safety and to be mindful of the safety of others, to cooperate with instructions, to minimise and mitigate potential hazards and risks to others and to appropriately report hazards, illnesses or injuries in accordance with our Health & Safety Policy.

Safeguarding:

At Lift Schools we are committed to ensuring the highest levels of safeguarding and promoting the welfare of our students, and we expect all our staff and volunteers to share this commitment. We adopt a robust, fair and consistent recruitment process which is inline with Keeping Children Safe in Education guidance. This includes online checks for shortlisted candidates. All offers of employment are subject to an Enhanced DBS check, references, and where applicable, a prohibition from teaching check, and you are required to complete them and advise us immediately should you subsequently be convicted of an offence.

Equality, Equity, Diversity and Inclusion:

At Lift Schools, we want all of our employees to feel included bringing their passion, creativity and individuality to work. We value all cultures, backgrounds and experiences, and we truly believe that diversity drives innovation.

Person specification

Qualifications and experience

Essential

- GCSE Maths and English (Grade 4) or equivalent.
- Experience in motivating students and promoting high expectations with students.
- Experience in using data to analyse performance, track progress, and inform decision making.

Desirable

- L3 qualifications - A levels or equivalent.
- L6 qualifications - bachelor's degree or equivalent.
- IT literacy with Google Workspace.
- Previous experience in an educational environment.
- Experience working with external agencies.

Knowledge and skills	
Essential • Knowledge of the education sector, safer recruitment, and safeguarding/child protection. • Ability to engage with students that may have difficulties in expressing themselves and may frequently be unable to control their frustrations. • Ability to analyse patterns and trends in data and identify solutions. • Ability to be able to think creatively and innovatively. • Effective behaviour management strategies combined with high expectations of students' behaviour.	Desirable • Current knowledge of attendance legislation, policies and procedures. • Current knowledge of exclusions and legislation related to it.
Leadership skills	
Essential • Excellent interpersonal skills and the ability to form strong relationships with internal and external stakeholders. • Ability to communicate effectively with staff, students, parents and external agencies. • Ability to de-escalate situations and deal calmly with students and other stakeholders. • Ability to anticipate issues and act on them in a proactive manner. • Ability to employ strategies for working with staff and delivering robust feedback and holding staff to account. • Ability to work under pressure and manage conflicting demands upon time.	Desirable • NA
Personal attributes and behaviours	
Essential • Ability to promote a positive ethos and role model positive attributes such as patience, active listening, empathy and care. • A non-judgmental approach to dealing with young people. • Tenacity and readiness to keep persevering with students whose challenges appear to be insurmountable. • Ability to use own initiative within established working practices. • A passion for engaging with all young people and a belief in the value of education in its widest	Desirable • Can reflect thoughtfully and critically on the Project H mindsets, and identify their own strengths and areas for development in these areas. The Project H mindsets are: ○ Share ideas early, often and honestly ○ Embrace constructive disagreement ○ Value ideas, not ego ○ Be curious and open to new ideas ○ Focus on facts and reason

sense.

- A willingness to learn and be trained in a range of interventions to support young people's personal achievement.

Special requirements

- Successful candidate will be subject to an enhanced Disclosure and Barring Service Check.
- Right to work in the UK.
- Evidence of a commitment to promoting the welfare and safeguarding of children and young people.
- Show a commitment and proactive approach to drive forward equality, equity, diversity and inclusion and to own personal development along with a positive attitude towards legislative developments and the provision of equitable services.