

Role title: Pastoral and Welfare Lead

Reporting to: Headteacher

Role outline and accountabilities

The purpose of the role will be to ensure that all learners at the provision are fully focused on their learning and are therefore able to reach their potential, by leading the team and working in partnership with other stakeholders to help remove any barriers to learning for individual learners.

Responsibilities

- Leading the pastoral team so as to secure high expectations, effective deployment of resources and improved outcomes for all learners
- Undertake learning walks to ensure a consistent approach to the pastoral and welfare support on all sites
- Ensure that there are clear routines, expectations and protocols in place for learners and staff in pastoral time, lessons and less structured social times such as break and lunch times
- Lead on the consistent implementation of Zones of Regulation and other agreed SEMH approaches to support learner's wellbeing
- Lead on effective strategies that develop learners' resilience
- Lead on implementing and reviewing learner behaviour support plans, IPRA's and other pastoral support plans where necessary
- Implement the ISS framework and ensure that staff are appropriately trained to meet the demands of both internal and external reviews
- Review policies and procedures related to pastoral and welfare and ensure they are being implemented effectively
- Present clear evaluations of strategies, interventions, impact, and outcomes related to pastoral and welfare areas to the Directors
- Provide outstanding leadership and management across the academy
- Identify staff training requirements and support the delivery of a planned training programme

Behaviour and standards

- To lead day-to-day management and high standards of pastoral leadership of the school cohort, along with the setting, development and implementation of policies, plans, targets, practices and procedures, related to the pastoral leadership of learners within the context of the vision, ethos, aims and objectives of Pivot Academy
- To initiate and implement behaviour and pastoral support both within the classroom, on a one to one basis, as part of targeted group work and to families
- Support the application of Pivot Academy's behaviour policy
- Ensure all learners wear correct academy uniform, or are otherwise appropriately dressed
- Minimise disruption to teaching and learning by ensuring high expectations and standards with regard to compliant behaviour and behaviour for learning in line with the Behaviour Policy. Do so through liaison with subject leaders, classroom teachers and tutors
- Ensure the accurate and timely recording of behaviour incidents and interventions.
- Ensure learners move safely around the building
- Undertake proactive and reactive meetings with learners (and their teachers and parents/carers where relevant) related to addressing issues of behaviour and Pivot standards
- To undertake break/lunch duties as directed
- Undertake 'meeting and greeting' of learners in a morning and afternoon
- Support delivery of celebration assemblies
- Support supervision of the consequence room in the absence of post holder
- Have an understanding of mental health issues that affect young people and be able to adapt their working practices to each young person
- To treat all learners with dignity, observe proper boundaries and understand that every adult in the academy has a responsibility to safeguard children and young people

- Monitor incidents where learners require positive handling and ensure appropriate recording and reporting takes place in accordance with school policies
- Ensure learner risk assessments are created, implemented and regularly updated to reflect current risks and behaviours
- Support the development/implementation of activities to encourage family/carers involvement within school
- Where necessary, carry out home – school visits in order to help parents develop strategies, develop joined up plans to secure positive family support and involvement, and identify action plans for work
- To build professional and positive relationships with all learners, with the aim of addressing key EHCP targets, keyworker targets and engaging them with activities and opportunities that support their development
- Alongside other staff and with the support of teaching staff, take responsibility for providing evidence required for young people's case files and progress whilst being involved in planning for next steps provision
- To facilitate learner's transitions to Pivot Academy, from Key Stage 2 to Key Stage 3 and Key Stage 3 to Key Stage 4 including their transition to Post-16
- To facilitate learner's transitions onto KS2, KS3 and KS4 programmes of study and deliver timetabled sessions in line with need of learners

Attendance and punctuality

- To lead on whole school attendance ensuring that learners and families are supported to improve individual and whole school attendance
- To have an overview of the cohort's punctuality and attendance ensuring parents are informed and involved
- To support Pivot Academy's drive for improved attendance
- Work supports improved attendance, including targeted intervention, parental communication and home visits
- Manage and co-ordinate welfare visits and other attendance protocols
- Prepare attendance updates for attendance strategy meetings
- Monitor learner attendance using the attendance tracker and Arbor
- In consultation with key staff, decide on appropriate sanctions, interventions and rewards in relation to attendance

Safeguarding and learner welfare

- Support the welfare of learners in association with the DSL/safeguarding team
- Follow up incidents
- Maintain detailed records including CPOMS
- Support 'resets' in line with the Behaviour policy, where appropriate
- Communicate with parents/carers
- Attend meetings with parents, multi- agency partners including Social Care and Early Help and Pivot staff including, TAF, CIN meetings and all meetings deemed appropriate to the wellbeing of the learners
- To be responsible for ensuring that the Pivot safeguarding/child protection policy is adhered to and concerns are raised in accordance with the policy and reported to the designated safeguarding lead
- Assist in the preparation of reports for the designated safeguarding lead including confidential items, social care and medical information with and for relevant partner agencies.
- Make arrangements for admission and leavers, including the transfer of documentation, in liaison with the DSL
- Effectively use recognised systems of learner information recording and retrieval including CPOMS, Arbor, behaviour and attendance data
- Maintenance of accurate, objective and swiftly timed reports for the designated safeguarding lead and multiagency partners

- To work in tandem with the DSL, closely monitoring looked after children; safeguarding and protecting the welfare of all our learners and our school community

Communication

- Support SLT/TLR post holders in the organisation, promotion and delivery of parental consultation evenings
- Liaise closely with learner's families ensuring a holistic approach to support and offering family interventions in line with need
- Maintain effective partnerships with parents/carers to support and improve learners' achievement and personal development
- Respond to parental enquiries by telephone, letter or email as appropriate and in a timely manner
- To keep accurate records of all communication with parents/carers
- To keep accurate and timely records of all interventions and any other pertinent information relating to learners
- Provide feedback to learners, schools, parents/carers, Pivot and other relevant agencies of progress and developments through regular reviews and meetings
- Liaise with key staff, including the SENCo, regarding bespoke curriculum to ensure targets are met in line with EHCP
- Promote and affect the good practice of others in making effective inclusive provision

Administration and Additional Responsibilities

- To manage the supervision of learners attending assemblies and year group events
- Support Pivot trips, visits or experiences, ensuring they adhere to Evolve procedures, risk assessment and Pivot policy
- Maintain individual learner records as necessary and ensure that they are kept up to date using Arbor
- Monitor learner behaviour and achievement using the behaviour tracker and Arbor and, in consultation with key staff, decide on appropriate sanctions, interventions and rewards
- To promote and actively support Pivot's responsibilities towards mental health and wellbeing of our learners, your colleagues and your own mental health
- To provide support/cover as and when required
- Maintain accurate records and attend meetings, to gather and share information
- To attend SLT briefings and SLT meetings, ensuring key information in relation to your role is shared including actions, impact and next steps
- Develop and communicate any process, policy, system, report or activity that promotes the raising of attainment, attendance, behaviour or standards of provision and in particular: Standards of Inclusion across the school, attendance and work with external agencies
- Provide support and practical advice to the teaching and support team in relation to meeting the social and emotional needs of learners including therapeutic programmes
- To develop a Pastoral & Welfare action plan in line with the School Development Plan that promotes the development of an inclusive provision
- To provide updates, evidence and impact of actions to SLT and SMT over time in relation to SDP priorities

Other Duties

- Undertake any professional duties commensurate with the grade of the post, reasonably delegated by the Headteacher, including deputising for other members of the school leadership team in their absence
- Work in co-operation with colleagues and establish and maintain good relationships with the whole school community and other professionals
- Show commitment to the school, its purpose, mission and values

- Participate in the school's appraisal and professional development process, ensuring that objectives are set and met within the agreed time-scale
- To maintain awareness of current educational policy and practice. Offer CPD training relating to pastoral, welfare and therapeutic practices
- To ensure equality of opportunity is afforded to all persons both internal and external to the school, actively seeking to eliminate any direct or indirect discriminatory practices and behaviour

Person specification

The person specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understanding of the post's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

Attributes	Essential
Experience, knowledge and qualifications	<ul style="list-style-type: none"> Degree level or equivalent qualification in a relevant area Evidence of successful experience in a leadership role and school development. Proven ability in building and leading a staff team, including delegation and effective follow-up Evidence of successful experience in developing initiatives and managing change, generating enthusiasm for new ideas with staff and learners Working knowledge of relevant legislation and independent school standards and inspection framework Excellent analytical skills with the ability to gather, analyse and present information to understand complex issues Knowledge of how to provide effective pastoral support for learners and their families Demonstrable ability to think and act strategically, solve problems and make decisions Collect and use a rich set of data to understand the strengths and weaknesses of the quality of pastoral care Confidence to challenge difficult or sensitive situations and escalate as appropriate Excellent knowledge of IT systems and fully proficient in the use of MS Word, Excel, PowerPoint, Outlook and e-mail Accomplished at planning and time management, confident working within restricted timescales, well developed organisational skills Experience in effective collaboration with external agencies Experience of working closely with learners with SEN
Personal qualities and attitudes	<ul style="list-style-type: none"> Demonstrates a strong focus on learners safeguarding and wellbeing always Strategic thinker and excellent leadership qualities Well organised, methodical, and very good attention to detail Able to produce accurate records and reports as required Ability to write in a confident, sophisticated, accurate manner, fit for a specific context and circumstances Excellent communicator able to identify and use appropriate styles and methods, appropriate to the audience Ability to demonstrate resilience, whilst being responsive, open and honest about challenges Ability to actively build constructive and open relationships with networks of colleagues, contacts and organisational partners and a collegiate team player Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application Passionate about supporting learners with SEN