

Pastoral Manager Job Description and Personal Specification

Job title:	Pastoral Manager
Place of work:	Include London (Freston Road, London W10 6TH)
Hours of work:	37 hours per week
Salary/Grade:	
Reports to:	Assistant Headteacher (Site Lead)
Level of screening:	Enhanced DBS

Who we are

Catch22 exists to help build a society where everyone has a good place to live, good people around them, and a fulfilling purpose. We call these our '3Ps'.

We achieve this in two ways. First, we improve lives on the frontline through delivery of public services. Secondly, we use our knowledge to change 'the system', to fix the complex web that can trap and disempower those it was set up to help. With the heart of a charity and the mindset of a business, we are uniquely placed to deliver on this challenging agenda.

Where you fit in

To manage, support and develop a group of marginalized young people and their families by building trusting relationships through the use of individual sessions, group work, family visits and other interventions.

To oversee a holistic person centered approach to a young person's journey from entry to exit, bridging the gap between their academic, behavioral and therapeutic needs.

To develop individual education/learning plans that brings together internal, external and multi-agency professionals in order to support development, attainment and progression. To embed safeguarding and inclusion principles at the heart of all practice.

To support all leavers to maintain a sustained positive destination. To teach good lessons as part of the overall curriculum offer for students on a regular basis; including off-site one to one lessons, subjects as directed by the Curriculum Learning Lead and to act as cover supervisor if any other teaching staff are absent.

Main Duties & Accountabilities

- Work with the Assistant Headteacher (Site Lead) to support students to engage within the school environment by providing initial interview/assessment of learners' educational, emotional and behavioural needs and tailor advocacy and support programmes around these.
- Establish Behaviour Support Plans for all students and regularly review and monitor students' progress on the BSP.

- Establish an attendance tracker for all students on the site and ensure that attendance is monitored daily and that strategies are put in place to support student's attendance at school.
- Prepare attendance reports as part of the monitoring process.
- Undertake Home Visits if required for students who are not attending school.
- Act as the Designated Teacher to support all looked after and previously looked after students at the school.
- Line Manage the Key Workers and direct their work with students as appropriate.
- Use student's EHCP to identify intervention support strategies and monitor the impact of these interventions.
- Work with the SENCo to design, implement and review individual education plans for each young person according to identified needs at assessment. Specific consideration should be given to establishing critical baseline data regarding attendance, attainment and predicted grades followed by the use of agreed performance monitoring methodology relating to soft and hard outcomes.
- To work closely with teaching staff to ensure continuity of delivery and concretization of learning lessons whether they be educational or social.
- To organise and deliver 1:1 and small group targeted support, advice, guidance, practical help and mentoring for learners as appropriate to their needs and context.
- To ensure all young people are risk assessed regularly to identify issues and concerns relating to vulnerability and risk of harm to self or others.
- To work with the Assistant Headteacher to assess need using the Common
- Act as cover supervisor for the school in case of any teacher absences. This will include planning lessons based on schemes of work to ensure that students continue to make good progress.
- Deliver off-site one to one lessons and also design individual short term learning plans for students that can be delivered by other staff such as TAs.
- Deliver on-site lessons as part of the overall curriculum offer, as directed by the Assistant Headteacher
- To deputise when the Assistant Headteacher (Site Lead) is offsite or absent.
- Assessment Framework in conjunction with the multi-disciplinary team to develop effective service responses and to ensure Ofsted compliant.
- Establish close collaborative and informative relationships with a range of partners including schools, LA's, Social Services, YOS, parents and communities.
- To track educational progress of the young people with regards to attendance, progress, classroom behaviour and risk of exclusion in order to inform development and review of intervention content.
- Keep accurate records, which might be used in case conferences and regular professional meetings. To efficiently record all details of each contact or work session with young people using the agreed database system, to keep that data management system up to date and to produce reports to support case reviews and evaluations as requested.
- Under the guidance of the Assistant Headteacher (Site Lead) liaise with, and make referrals to, other agencies where necessary.
- Participate in multi-disciplinary teams and meetings, for example PEPs, planning and review, core group.
- Willingness to work in a range of settings including school, college, court, police station and young offender's institutions. Working in a flexible manner to include occasion evening and residential trips.
- Undertake other duties as directed by management which are commensurate with the post.

What does good look like for this role?

- Improve attitude and engagement of students.
- Attendance of students improves and there is a decrease in the number of unauthorised absences.
- Provide progress and attendance reports to the Leadership of PPP when requested.
- Enable pupils to make academic progress.
- Support through mentor/coaching sessions all teacher in developing their teaching practice to consistently good or outstanding.
- Provide feedback to the Assistant Headteacher (Site Lead) on the CPD and development needs of the staff as required.

Organisational Relationships

- Reports to the Assistant Headteacher (Site Lead)
- Line manages the Key Workers and HLTA's attached to the site.
- Act as the Deputy Designated Safeguarding Lead
- Develops positive relationships with students, parents/carers, external agencies (e.g. social services) and other key stakeholders.
- Develops positive relationships with key personnel in the Catch22 Group.

Job Title: Person Specification			
COMPETENCY	ESSENTIAL	DESIRABLE	ASSESSMENT
QUALIFICATIONS	<p>A relevant professional qualification (NVQ level 2) in working with young people, e.g. teaching, youth and community work, social work, counselling, mentoring. Level 2 English and Maths. Restorative Justice Trained</p> <p>A recognised teaching qualification (PGCE/QTS)</p> <p>Qualified to degree level and able to work as an UQT</p>	Team leader qualification	Application
KNOWLEDGE	<ul style="list-style-type: none"> • An understanding of the political and educational context of social inclusion. • A knowledge of behavioral management techniques and understanding of de-escalation techniques. • An understanding of the social, emotional and intellectual needs of young people and families. • An understanding of multi-agency work and the roles of these disciplines. • An understanding of childcare, child development and supporting theories. Emotional literacy, attachment, brain development, etc. • A knowledge and understanding of influences on parenting and parent-child relationships. • A knowledge and understanding of influences on children and young people. E.g. peer pressure, gang culture, bullying, etc. • Knowledge of Safeguarding & Equality acts. 		Application/Interview
EXPERIENCE	<ul style="list-style-type: none"> • Experience of Restorative Justice 		Application/Interview

	<ul style="list-style-type: none"> • Experience of working with our cohort of young people including those with complex, high behavior and additional learning needs. • Extensive behaviour management experience with students who have complex needs and extreme behaviour. • Experience of working with complex young people and families who have social, emotional and behavioral difficulties. Including those who are from a variety of ethnic groups and cultures or who may be vulnerable or disadvantaged in some way. • Experience of working within a learning environment and being actively part of supporting the learning process. • Building sustainable relationships with young people and their families, both formally and informally. • Assessing family situations and needs to develop and implement effective strategies, risk assessments and individual educational/learning support plans. • Working with a range of issues affecting young people and their families, such as substance misuse, domestic violence, multiple exclusions, offending behavior. • Using a holistic person centered approach when working in or with multi professional teams/agencies. • Managing complex cases ranging from level 2-4 on the continuum of need. • Report writing. 		
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SKILLS & ABILITIES	<ul style="list-style-type: none"> • Maintain records and prepare written reports. • Communicate effectively, both verbally and in writing, with colleagues, parents/carers and other agencies. • Good interpersonal skills to maintain productive working relationships with colleagues and other agencies. • Have a flexible and creative approach to service delivery. • Be emotionally resilient and be able to work in a challenging environment. • Manage a significant caseload and deliver targets. • Ability to organise and manage your own work routines/caseloads effectively with a minimum of supervision and support. • Ability to perform all requested administration activities relating to data capture, evaluation and reporting. • Advocacy and Counselling skills. • Competency with certain IT applications, specifically Outlook, MS Word, Internet Explorer. • Ability to assess risks in working with young people and their families. 	<ul style="list-style-type: none"> • Proven ability to negotiate with and influence a variety of internal and external stakeholders. 	Application/Interview
OTHER	<ul style="list-style-type: none"> • Share Catch22 values • Awareness of and commitment to Equality & Diversity • Willing to travel and work flexibly • Desire to develop and undertake training as required 		