

Post Head of Year (Pastoral)

Purpose of the job

A Head of Year Pastoral is responsible for:

- Safeguarding and promoting the welfare of children and their families by delivering high quality interventions, acting as their point of contact for the relevant year group, coordinating a holistic, temporary offer of support focusing on outcomes.
- Assessing and identifying levels of risk, vulnerability and safeguarding using prescribed assessment tools (Matrix of Vulnerability), and work in line with agreed frameworks and policies.
- Act as a source of support, advice and expertise within the school.
- Looking after the wellbeing of students in the relevant year group.
- Monitor and promote the importance of good attendance within the relevant year group
- Supporting students during their re-integration into mainstream lessons from any off-site provision.
- Working within the systems and structures of the school and following agreed protocol and established school policies.
- Contributing to the overall ethos, work and aims of the school.

Reporting to: Assistant Principal

Responsible for Main duties and responsibilities are indicated below. Other duties of an appropriate level and nature may also be required, as directed by the Principal.

Job Description

Safeguarding

- Liaise with the Designated Safeguarding Lead and the Principal in relation to all aspects of Safeguarding.
- Represent the school in relevant child protection meetings such as conferences, reviews, strategy meetings, core groups, MACE (Multi Agency Child Exploitation) meetings, ALTI (Acute Life Threatening Event) meetings and professionals meetings.
- Take the lead on child abuse allegations by ensuring robust case management including case tracking and recording, information sharing and referral with relevant competent authorities in a timely manner.
- Work co-operatively with colleagues and partners to share information, ensuring a joined-up approach.
- To receive visitors to the school, for example, parents/carers, professionals from outside agencies, and deal with attendance, welfare and safeguarding enquiries as required whilst maintaining security requirements and confidentiality.
- Lead on the organisational preparation and responses to external requests for information on safeguarding (i.e. subject access requests)
- Responsible for producing court reports when required.
- Support Looked After Children (LAC) and their carers and enable positive dialogue to be established between carers, social workers and school.

- Represent the school at LAC reviews and care planning meetings, advocating for the student and communicating the voice of the child and responsible for sharing relevant information to appropriate staff.
- Signpost and make referrals to external agencies and have responsibility for safeguarding students and represent the school at Child Protection, Child in Need and Early Help meetings.
- Identify families who require Early Help support, referring through to the Early Help team.
- Be responsible as lead practitioner of Early Help plans, co-ordinating all professionals involved to intervene as appropriate for the best outcomes for the family.
- Agree actions during meetings with other professionals involved in Early Help plans, document the plan and share with appropriate professionals.
- Oversee agreed Early Help interventions from professionals from other agencies ensuring actions are met and professionals are adhering to the plan.
- Follow the escalation protocol where necessary using the Local Authority front door (MASH) and liaise with children's services to share all information to ensure concerns are addressed providing challenge when needed.
- Ensure parents are kept informed of students' needs and progress and to secure positive family support and involvement.
- Liaise with staff, outside agencies, parents/carers, social workers, other schools and organisations on a range of matters in connection with any additional provision and attend to queries on safeguarding and welfare.
- Identify the need and carry out home visits to students causing concern as required, providing parents/carers with necessary information and making appropriate referrals.
- Facilitate the sharing of information with all relevant agencies and liaise with staff in line with the school's policies and procedures, following the working together protocol outlined by Sefton Council and the Multi-Academy Trust
- Attend weekly safeguarding meetings with the DSL, quality assuring all case working within the school.

Attendance

- Raise the profile of attendance within their year group, strive to achieve targets set to improve attendance and PA within their year group.
- React promptly to children missing from school.
- Support the attendance officer with decisions about sickness.
- Conduct analysis of weekly and half termly data for attendance to identify cohorts of students to support and monitor to improve attendance.
- Co-lead pastoral meetings with HOY Behaviour and Progress and Tutors with a clear focus on improving attendance and punctuality, directing tutors to work with a small cohort to improve attendance and punctuality.
- Identify the challenges or barriers to learning that may affect a student's attendance and punctuality to school and offer appropriate support, such as Early Help, that takes into consideration their individual circumstances.
- Lead on school attendance panels with clear focus on improving attendance during monitoring period.
- Support families experiencing adversity to improve attendance and wellbeing outcomes and gain the child's lived experience.

- Represent the school and participate in Local Authority attendance panels and carry out agreed actions.
- Co-lead with HOY Behaviour and Progress to organise half termly rewards for good attendance and punctuality to school.
- Advise appropriate staff to ensure the smooth transition of new student admissions to the year group and also students transferring to other schools.
- Assist with the arrangements for those moving schools or other settings, ensuring that this is managed in an appropriate and child-centred way.
- Meet with identified students on a regular basis about attendance and create incentives to improve attendance and punctuality to school.
- Create and update student case studies
- Support the re-integration of students from any alternative provision/part-time timetable by preparing re-integration programmes

Student Wellbeing and Welfare

- Motivate and encourage students and help them to develop their self-esteem.
- Provide daily support to vulnerable students and the wider family when necessary
- Make referrals to the school nurse, CAMHs etc. when required
- Be an advocate on the students' behalf where necessary and signpost issues to appropriate agencies.
- Assess self-harm etc. to outline safety plan and share information with relevant staff.
- Ensure students have access to essential items such as bus passes, uniform, hampers etc. where necessary
- Introduce, implement and monitor strategies advised by CAMHS such as reduced timetable/timeout etc.
- Remove barriers to learning for all students identified by the pastoral team.
- Identify students and facilitate small group work and 1:1 sessions covering areas related to contextual safeguarding.

Administrative

- Undertake administration tasks as required, for example, preparation and circulation of letters and reports and filing.
- Maintain high standards of confidentiality.
- Ensure that all administrative duties, checks and documentation are completed to the required level of accuracy and within deadlines, including returns and reports.
- Maintain both manual and computerised record and filing systems in line with requirements.
- Collate information, statistics and prepare reports on safeguarding, attendance and welfare as required by the line manager, the Principal and the governing body.
- Take minutes/notes in external agency meetings as required and circulate associated information.
- Update the Matrix of Vulnerability and Intervention log on a half-termly basis.

General

- Deal with any immediate problems or emergencies according to the school's policies and procedures.
- Undertake break and lunch time duties.
- Attend parents' evenings, open days and meetings with parents/carers and other professionals as required.
- Undertake timetabled lessons in RFL room.
- Support the Assistant Principal for Behaviour and Rewards with gathering information/taking student statements in extenuating circumstances.
- Assist in escorting students on educational visits.
- Attend relevant meetings and training sessions, as appropriate.
- Keep abreast of developments and changes in the field and communicate to staff as appropriate.
- Report any incidents of unacceptable behaviour or issues of concern to the appropriate member of staff.
- Participate in SEND reviews for students as required.

Conditions of employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment).

Support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.

Uphold the school's policy in respect of child protection and safeguarding matters.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.

All members of staff are required to participate in the school's appraisal scheme.

HEAD OF YEAR (PASTORAL): PERSON SPECIFICATION

Essential	Desirable	Evidence
<p style="text-align: center;">Qualifications and experience:</p> <ul style="list-style-type: none"> • Experience of working with children/young people in a supervisory capacity. • Experience of working with external agencies and other professionals. 	<p style="text-align: center;">Qualifications and experience:</p> <ul style="list-style-type: none"> • Educated to degree level or equivalent or working towards. • A qualification related to supervising and/or directing pupil activity, and mentoring. • Experience of working in a school or similar establishment. • A first aid qualification. 	<ul style="list-style-type: none"> • Application form • Letter of application • References • Interviews • Certificate/s (to be available at interview)
<p style="text-align: center;">Knowledge and skills:</p> <ul style="list-style-type: none"> • Ability to build and form good relationships with students, parents/carers and colleagues. • Good verbal and written communication skills appropriate to the need to communicate effectively with colleagues, students, parents/carers and other professionals. • Excellent literacy and numeracy skills, including report writing and maintaining accurate records. • Ability to work constructively as part of a team, understanding school roles and responsibilities including own. 	<p style="text-align: center;">Knowledge and skills:</p> <ul style="list-style-type: none"> • Working knowledge of behaviour management strategies. • Working knowledge of planning and delivery of relevant learning activities. • Working knowledge of relevant policies, procedures, codes of practice, and awareness of relevant legislation. 	<ul style="list-style-type: none"> • Application form • Letter of application • References • Interviews
<ul style="list-style-type: none"> • Ability to use ICT packages and equipment effectively. 		
<p style="text-align: center;">Personal qualities:</p> <ul style="list-style-type: none"> • Able to appropriately deal with confidential information/situations. • Excellent communication skills. • Able to analyse problems and devise creative solutions. • Able to empathise in a non-judgemental way. • Able to follow direction from line manager. • Able to prioritise one's own work even when under pressure. • Able to work flexibly to meet deadlines and respond to unplanned situations. • Able to motivate and relate to young people, and act as a role model. • Able to facilitate one-to-one and group work with students. • Efficient and meticulous in organisation and time management. • Desire to enhance and develop skills and knowledge through CPD. • Commitment to the highest standards of child protection and safeguarding. • Recognition of the importance of personal responsibility for health and safety. • Commitment to the school's ethos, aims and its whole community. 		<ul style="list-style-type: none"> • Application form • Letter of application • References • Interviews