**Behaviour & Pastoral Lead**

**Job Description**

**Salary:** £30,000 per annum

**Responsible to:**  Head of Quality

**Responsible for:** Teaching Assistants, Learning Mentors & Additional Learning Support Staff

**PURPOSE:** To promote, lead and nurture the ethos of an inclusive College, where all students are equally valued. To collectively lead with Curriculum Leaders in the management of student behaviour and attendance. To plan and manage the delivery of pastoral care to students.

**KEY ACCOUNTABILITIES AND RESPONSIBILITY FOR RESULTS**

***This schedule of duties is not exhaustive, and the job holder may be required to perform duties not listed, to suit the reasonable operational requirements of the College and as directed by their Line Manager*.**

* To be responsible for overseeing the pastoral behaviour of learners within the College.
* To maintain an effective whole College behaviour for Learning and Safety culture.
* To be responsible for the recruitment, deployment and line management of the Colleges Teaching Assistants, Learning Mentors and ALS staff.
* To lead and work collaboratively with SMT and College Managers in the strategic management of student pastoral support and behaviour strategies within the College.
* To actively participate and contribute to wider College strategic plans within the provision.
* To develop, implement and monitor systems and policies for those students at risk and to ensure that appropriate strategies and referrals have been utilised in an efficient way to meet students’ needs.
* To ensure rigorous monitoring of a whole College behaviour standards.
* Use appropriate data to specifically target learners whose attendance is impacting on progress and achievement and lead on effective intervention.
* Oversee the effective resolution of behaviour incidents with Curriculum Managers, and if appropriate communication with parents.
* To work collaboratively with Curriculum Managers on the implementation of student risk, pastoral support plans and maintain comprehensive records using the College reporting systems.
* Contribute to curriculum and department staff meetings as requested, and respond to staff concerns, particularly those linked to attendance and behaviour.
* To report on an overview of trends and patterns of behaviour and plan accordingly to continuously improve learner behaviour and outcomes.
* Work in collaboration with SMT and Curriculum Managers to ensure there is effective planning for the provision of SEND students for academic and pastoral support.
* Effectively support and hold to account staff within the provision and other staff where the need arises.
* Be prepared to support in other areas, such as curriculum development, timetabling, progress and standards, behaviour management, community links, and staff development, training and induction.

**Specific tasks:**

Have responsibility for the College’s Behaviour policy; its development, maintenance and evaluation. This includes the following:

* Ensure that the College’s policy is consistently applied throughout the College.
* Interpret and analyse data and provide monthly summary reports to the Curriculum Managers and the Senior Leadership Team.
* Manage a system of recording whole College behaviour, ensuring consistency across the College.
* Work with Curriculum Managers, teachers and the cross college EHCP Strategic Lead to ensure that appropriate targets for the students with behavioural, emotional and SEN needs are set.
* Assist teachers in the identification of children with behavioural and SEN needs, advising them on appropriate strategies.
* Identify groups of students and individuals who are at risk of underachieving and devise strategies for raising their achievement, in partnership with others.
* Prepare an annual report to Governors on Behaviour.
* Collaborate with other curriculum leads to ensure the College’s SEN register and student records are accurately maintained.
* Support the Curriculum Managers and other colleagues in finding appropriate strategies to deal with behaviour difficulties and manage any resulting training needs.

**Behavioural Lead**

**Person specification**

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|  | **Essential (Yes/No)** | **Desirables (Yes/No)** |
| **Skills/Quality** |  |  |
| Excellent understanding of wellbeing and pastoral initiatives in education. | Yes |  |
| Experience of having worked successfully in an educational setting either working with, or teaching learners from backgrounds of socio-economic disadvantage. | Yes |  |
| Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance. | Yes |  |
| Highly organised, able to plan own workload and able to delegate as appropriate. | Yes |  |
| Able to work proactively on own initiative and effectively as part of a team. | Yes |  |
| Understands how to diagnose and implement effective strategies to raise classroom behaviour to support learner achievement. | Yes |  |
| Self-motivated, compassionate, and have strong interpersonal skills which encourages participation, innovation and confidence. | Yes |  |
| Lead on new developments and initiatives. | Yes |  |
| Previous experience of successfully leading a team. |  | Yes |
| An understanding of current educational initiatives. |  | Yes |
| Ability to write and update policies. |  |  |
| Ability to lead on new developments and initiatives. | Yes |  |
| **Data Analysis Skills** |  |  |
| Ube able to use data to inform and diagnose areas for improvement. | Yes |  |
| The ability to plan interventions and identify supportive provision for students referred for mentoring. | Yes |  |
| To be able to monitor and track the effectiveness of systems and procedures being followed and respond accordingly. | Yes |  |
| A good knowledge of attendance and Management Information Systems (MIS). |  | Yes |
| **Qualifications** |  |  |
| Degree level or above and/ or relevant professional qualifications, and a high standard of literacy, maths IT, and communication skills. | Yes |  |
| A recognised teaching qualification such as a certificate of Education (CertEd) or Post Graduate certificate of Education (PGCE). |  | Yes |
| **Personal Qualities** |  |  |
| Self-motivated, compassionate, and have strong interpersonal skills which encourages participation, innovation and confidence. | Yes |  |
| Qualified to work in the UK. | Yes |  |
| Genuine passion and a belief in the potential of every student. | Yes |  |
| Commitment to the safeguarding and welfare of all students. | Yes |  |
|  | Yes |  |
| Ability to respond calmly and proportionately in demanding circumstances. | Yes |  |
| Experience in delivering training to groups. |  | Yes |