Job Description

JOB TITLE	Behaviour and Pastoral Manager
JOB FAMILY	Pastoral
PHASE	Secondary
SALARY GRADE	Support Staff Pay Group 5
HOURS	37 Hours per week, 40 weeks per year
REPORTING TO	Deputy Head (APB)
RESPONSIBLE FOR	Behaviour & Pastoral Officers (BPOs), Pastoral Support Assistants (PSAs)

Job Purpose

To provide effective operational leadership and management of the school's behaviour and pastoral provision, ensuring a consistent, student-centred approach that supports high standards of behaviour, engagement, wellbeing and readiness to learn.

The postholder will lead and manage the Behaviour and Pastoral Team, ensuring that the school's Behaviour and Culture Policy, systems and expectations are understood and applied consistently and effectively.

Working closely with senior leaders, teaching staff, SEND, safeguarding and other relevant colleagues, the postholder will identify and respond to barriers affecting students' behaviour, engagement and participation in learning. Particular attention will be given to disadvantaged, SEND and vulnerable students and those requiring targeted pastoral or behavioural intervention.

The postholder will use behaviour, pastoral and student information to identify patterns and priorities, coordinate appropriate interventions, monitor their impact and ensure effective communication with students, families and relevant professionals.

Through visible leadership and effective deployment of the pastoral team, the postholder will contribute to maintaining a calm, safe, respectful and predictable school environment in which students can learn and thrive.

Duties and Responsibilities

Leadership and Management of the Behaviour and Pastoral Team

- Lead, line manage and develop the Behaviour and Pastoral Officers and Pastoral Support Assistants, ensuring clear expectations, effective deployment and high standards of practice.
- Organise and coordinate the day-to-day work of the team to ensure appropriate pastoral and behaviour support is available across the school.
- Provide regular supervision, direction, feedback and support to team members and contribute to their appraisal and professional development.
- Monitor the effectiveness and consistency of the team's work and take appropriate action where standards or expectations are not being met.
- Ensure effective communication and information-sharing within the team and with relevant colleagues across the school.
- Promote and model the school's expected culture, routines and social norms, including the TPA Way.

Behaviour, Culture and Standards

- Support the effective implementation of the school's Behaviour and Culture Policy, associated procedures, routines and systems.
- Ensure that behaviour expectations, routines and sanctions are applied consistently and appropriately by the Behaviour and Pastoral Team.
- Provide practical guidance and support to staff in applying behaviour systems and responding to behavioural concerns.
- Coordinate the school's operational sanctions processes, including detentions, restorative approaches and other agreed interventions.
- Ensure behavioural incidents are investigated promptly, proportionately and accurately, with appropriate records maintained and matters escalated to senior leaders where required.
- Oversee the effective operation of removal and other designated behaviour provision, ensuring it is purposeful, appropriately supervised and supports students to return successfully to learning.
- Maintain a visible presence around the school, particularly at key transition and social times, supporting a calm, orderly and respectful environment.

Student Support and Intervention

- Identify students requiring additional behavioural or pastoral support and coordinate appropriate early intervention.
- Work directly with students to understand barriers to engagement, attendance at lessons, behaviour and wellbeing and agree appropriate strategies for improvement.
- Coordinate and monitor individual pastoral and behaviour support plans, ensuring actions are clear, proportionate and regularly reviewed.
- Ensure relevant information about students' needs is understood by the Behaviour and Pastoral Team and appropriately shared with colleagues.
- Work collaboratively with SEND, safeguarding, attendance and other relevant colleagues to ensure interventions reflect the student's individual circumstances and needs.

- Contribute to Team Around the Child and other relevant multi-disciplinary meetings, ensuring agreed actions are communicated, implemented and reviewed.
- Monitor the effectiveness of interventions and recommend changes or escalation where sufficient progress is not being made.

Parents, Carers and External Professionals

- Build constructive relationships with parents and carers to support improvements in student behaviour, engagement and wellbeing.
- Communicate clearly and sensitively with families regarding behavioural and pastoral concerns, interventions and agreed actions.
- Work with parents and carers to identify barriers and develop appropriate strategies to support students.
- Respond appropriately to parental concerns relating to behaviour and pastoral provision, resolving matters within the scope of the role and escalating where necessary.
- Liaise with relevant internal and external professionals to coordinate support for individual students.

Safeguarding and Student Welfare

- Maintain appropriate awareness of safeguarding information relevant to students supported by the Behaviour and Pastoral Team and ensure this informs day-to-day practice.
- Work closely with the DSL and safeguarding team where behaviour or pastoral concerns may indicate a safeguarding or child-on-child abuse concern.
- Ensure team members recognise and respond appropriately to safeguarding concerns and follow the school's reporting and escalation procedures.
- Contribute to appropriate safety, support or pastoral plans for students where required.
- Ensure information is handled sensitively and shared only with appropriate colleagues in accordance with safeguarding and confidentiality requirements.

Data, Monitoring and Improvement

- Monitor behaviour and pastoral data to identify trends, patterns, emerging concerns and groups requiring additional support.
- Pay particular attention to patterns affecting disadvantaged, SEND and vulnerable students and other identified groups.
- Monitor lesson absence, removals, sanctions, repeat incidents and other agreed behaviour indicators.
- Provide regular information and analysis to the Deputy Head and other relevant leaders regarding trends, interventions and outcomes.
- Evaluate the effectiveness of behaviour and pastoral interventions and use findings to inform improvements in practice.
- Ensure behaviour and pastoral records are accurate, timely and appropriately maintained.

First Aid and Medicines

- Have managerial oversight for the effective operational arrangements for student first aid and the administration of medication in school, ensuring appropriate staffing, records and procedures are maintained.
- Oversee the coordination of appropriate first-aid provision for educational visits and other school activities in conjunction with relevant colleagues.

Working with colleagues and other relevant professionals

- Work with colleagues to achieve school objectives and targets
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school
- Ensure that pupils work together positively and co-operatively, with good behaviour in line with the school's policy and procedures.
- Encourage and promote the social and emotional development of pupils

Professional development

- Help keep own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures
- Attend meetings and training sessions as required

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

Generic Duties relevant to all members of Staff

The Trust

- The ethos of our Trust is "Transforming Life Chances." All staff are expected to be committed to this aim in everything they do.
- It is expected that all staff work collaboratively as members of the Trust to share good. practice, resources and ideas and realise the Trust's visions and aims. All staff should act with professional integrity at all times, following the "Code of Conduct."
- You will be based at The Portsmouth Academy. However, you may be asked to work at any of the other academies within the Trust or partner schools and you should expect to travel between sites as required.

Teaching and Learning

- This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business.
- This may mean undertaking tasks outside of your area of responsibility where required.

ICT

- It is expected that all teaching and support staff follow the ICT Vision of the Trust.
- All staff will be expected to utilise ICT and to improve communication and reduce paper use.
- Security procedures must be followed when using ICT systems.
- All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

Health and Safety

- Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training, and supervision necessary to accomplish those goals.

Safeguarding

- The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Safeguarding Lead.

Equal Opportunities

- Actively promote the Trust's Equal Opportunities Policy and observe the standard of conduct which prevents discrimination taking place, maintaining awareness of and commitment to Equal Opportunity Policies in relation to both employment and professional relationships.

Data Protection

- Ensure confidentiality of personal data at all times by sharing, processing, obtaining, and advising on data in line with Trust Data Protection policies and procedures. Having due regarding for the high level of personal and special category data processed within your role.
- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents, and all associated individuals very seriously.
- The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach, they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.

The duties and responsibilities in this job description are not restrictive, and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

I understand and agree to the job description of a **Behaviour and Pastoral Manager** within Thinking Schools Academy Trust.

Name:……

Signed: ……

Date: ……

Person Specification	Essential	Desirable	How Assessed
Education & Professional Qualifications			
Educated to A Level standard or equivalent or significant equivalent experience	✓		Application
Level 3 qualification or equivalent professional qualification in education, pastoral support, behaviour, youth work, safeguarding or a relevant field	✓		Application
Relevant Level 4 qualification or above in education, pastoral support, behaviour, leadership/management or a related discipline		✓	Application
First Aid at Work Certificate		✓	Application
Evidence of continuous professional development	✓		Application
Experience			
Significant experience of working with children or young people in an educational, pastoral, behaviour, youth or comparable setting	✓		Application
Experience of working within a secondary school environment		✓	Application
Experience of supporting young people with behavioural, social, emotional or wellbeing needs	✓		Application
Experience of successfully managing challenging behaviour and supporting young people to positively re-engage	✓		Interview
Experience of developing, implementing and reviewing targeted interventions or support plans for individual students	✓		Interview
Experience of working effectively with parents / carers, including managing sensitive or challenging conversations	✓		Interview
Experience of leading, supervising or coordinating the work of others	✓		Application / Interview
Formal line management experience, including setting expectations, providing feedback and supporting staff to succeed	✓		Interview
Experience of using data to identify patterns, monitor interventions and inform actions		✓	Interview
Knowledge			
Computer literate: Experienced in using Microsoft Office 365 Suite particularly wit Word, Excel and Outlook	✓		Application
Good understanding of effective approaches to promoting positive behaviour, engagement and a positive school culture	✓		Interview
Understanding of restorative and other appropriate approaches to addressing behavioural incidents and repairing relationships	✓		Interview
Knowledge of statutory and school-based SEND arrangements, including the purpose of EHCPs and student support plans		✓	Interview
Knowledge of school behaviour systems, sanctions and intervention processes		✓	Interview
Understanding of the potential barriers to learning and engagement experienced by young people		✓	Application / Interview
Personal Skills & Attributes			
Models the TSAT Values: Child First, Aspire, Challenge, Achieve	✓		Application / interview
Ability to lead, motivate and develop a team and establish clear standards and expectations	✓		Interview
Ability to provide constructive challenge, feedback and support where practice or performance does not meet expectations	✓		Interview
Ability to translate school policies and expectations into consistent day-to-day practice	✓		Interview
Ability to remain calm, authoritative and consistent when responding to challenging behaviour or emotionally charged situations	✓		Interview
Ability to balance appropriate support for individual students with maintaining clear behavioural expectations and boundaries	✓		Interview
Ability to de-escalate challenging situations and resolve conflict appropriately	✓		Interview
Excellent written / verbal communication skills with the ability to communicate with students, staff, and external stakeholders in a professional manner	✓		Application / Interview / Skills Assessment

Ability to quickly establish positive working relationships with a wide range of people from within the school	✓		Interview
Ability to establish constructive relationships with parents/carers, including where relationships may initially be challenging	✓		Interview
Demonstrates patience and the ability to remain calm and focused when working under pressure in an environment with frequent interruptions	✓		Interview
Approachable, empathetic and non-judgemental whilst maintaining clear professional boundaries	✓		Interview
Demonstrates the ability to work with high levels of confidentiality	✓		Interview
Ability to interpret behaviour and pastoral information and identify patterns, priorities and emerging concerns	✓		Interview
Self-motivated with the ability to use own initiative & make decision within own area of responsibility	✓		Interview
Highly organised with the ability to plan, prioritise and manage own workload in an effective and efficient way	✓		Application / Interview / Skills Assessment
Ability to work effectively under pressure, to prioritise appropriately and to meet deadlines	✓		Interview
Ability to lead and direct the work of others	✓		Interview
Demonstrates high levels of accuracy and attention to detail	✓		Application / Interview / Skills Assessment
Is flexible and adaptable to the demands of the role with the ability to work effectively in a fast-paced environment where priorities may change during the school day	✓		Application
Demonstrates high levels of accuracy & attention to detail	✓		Application / Skills Assessment
Possess the right to work in the UK	✓		Application
Safeguarding & Welfare of the School Community			
Knowledge, awareness, understanding & commitment to the protection and safeguarding of children & young people	✓		Application / Interview
The ability to maintain appropriate relationships with all members of the school community	✓		Interview
The ability to manage colleague & student behaviour in a positive way	✓		Interview
Demonstrates an awareness , understanding & commitment to equal opportunities	✓		Application / Interview