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## Deputy Pastoral Achievement Leader

## REPORTS TO: Pastoral Achievement Leader

RESPONSIBLE FOR: **Co**-**Lead Tutors/Mentors in the Year team**

PAYSCALE:PO2

HOURS: 36 hours a week;

 Monday - 8:15 - 4:15pm

Tuesday to Fri; 8:15am - 3:50pm

**JOB DESCRIPTION**

## OVERALL PURPOSE OF THE JOB

* To support the PAL in raising standards of student attainment, behaviour and achievement across the whole year cohort and to monitor and support student progress so that there is a positive impact on the number of;
	+ I. students making expected progress per year
	+ II. More Able students, making above expected progress per year
	+ III. students meeting attainment targets
* To support the PAL in developing and holding accountable a team of tutors/mentors focusing on high standards of social, personal and academic development/progress.
* Under the guidance of the PAL, to assist in leading, managing and developing the role of the tutor/mentoring team
* To support the PAL in maintaining strong relationships between the Pastoral Team (PAL, DPAL, and Form Tutors/Mentors) and external agencies, inc. parents
* Under the guidance of the PAL, liaise with key staff, including the SENCO and DSL, regarding all groups of students’ achievement and behaviour in the year group.
* To assist in supporting other staff by promoting insight into students’ needs and abilities, i.e sharing information from parents/other staff, etc.
* To assist in ensuring students’ access to an appropriately broad, balanced, relevant and differentiated PSHE/RSHE curriculum, in accordance with the aims and priorities of the school and the curricular policies determined by the Governing Body and Headteacher
* To support the safeguarding and welfare of students and young people, as and when needed
* Under the guidance of the PAL, to monitor student behaviour, attendance/punctuality and achievement using SIMs and other school platforms such as Go4Schools, leading to appropriate sanctions, interventions and rewards.
* Under the guidance of the PAL, to run appropriate targeted lunchtime and afterschool activities/detentions/duties/meetings, as required, to support students’ learning and welfare and as a sanction to uphold the school’s expectations and behaviour policy
* To assist the PAL in ensuring that registration, lunchtimes and breaks run smoothly, that students are kept safe and behave appropriately.
* To be responsible for leading the year group and a team tutors/mentors in the absence of the PAL

## Strategic/Operational Planning

* To assist in the implementation of all school policies, procedures and relevant practices, in particular those relating to Health & Safety of staff, students and visitors
* Under the guidance of the PAL, to promote awareness of data relating to students’ potential, prior attainment, abilities and needs among all members of the school community
* To assist in the day-to-day leadership and management of support for students’ personal organisation and learning by the tutor/mentor team
* Under the guidance of the PAL, to make a positive impact on the number of students making at least expected progress is made by the majority of students during Registration/PSHE/RSHE lessons.
* Under the guidance of the PAL, to ensure the whole school Behaviour for Learning policy is followed during Registration/PSHE/RSHE lessons.
* Under the guidance of the PAL to ensure the Pastoral Programme is followed and that all resources for the pastoral curriculum are up to date, relevant to the cohort and available to all FT including cover teachers.
* Under the guidance of the PAL, to be aware of the relevant year group data and assist in actively monitoring and tracking student progress, in order to secure and sustain effective learning, devising/coordinating strategies to address underachievement and setting individual targets for students
* Under the guidance of the PAL, to identify individuals and groups in danger of underachieving, and develop strategies to support them
* Under the guidance of the PAL, to work with colleagues (CTLs, Aspirations coordinator, etc.) to formulate aims, objectives and strategic plans for the year team which have coherence and relevance to the needs of students and the aims, objectives and strategic plans and priorities of the school
* To assist the PAL in the planning and delivery of year assemblies and year activities. To lead the year assemblies and year activities in the absence of the PAL
* Under the guidance of the PAL, make a positive impact on the attendance and punctuality of the year group, liaising with tutors/mentors, parents and other stakeholders/agencies as relevant to improve this.
* Under the guidance of the PAL, to monitor and promote student welfare and social development
* To assist in managing and holding to account the tutor/mentor team to ensure the work of the team fully reflects the school's ethos and aims
* Under the guidance of the PAL, to provide quality assurance in terms of the recording and reporting of the progress of students in the year cohort
* Under the guidance of the PAL, to liaise with parents and outside agencies as appropriate, keeping up-to-date records of these meetings
* Under the guidance of the PAL, to support the organisation of relevant Parents Evenings and initiate/manage other relevant information/support events for parents and students with appropriate staff in accordance with agreed protocols, utilising support to ensure maximum attendance and to follow up lack of attendance.
* Under the guidance of the PAL, to monitor the effectiveness of all interventions
* Under the guidance of the PAL, to have an overview of all the different care and guidance for students’ e.g. SENCO, DSL, teaching assistants, external agencies etc.
* Alongside the PAL, work as the key worker for individual looked after children (LAC). Under the direction of the PAL to work with the SLT/staff responsible for looked after children, including analysing relevant data and reporting to SLT.

 Leadership and Management

* To act as a role model for the tutors/mentors by demonstrating high quality pastoral care and academic monitoring of students, continuous professional development and professional presence in the year team.
* To assist the PAL in leading and managing a team of tutors/mentors and maintaining regular formal and informal contact with the tutors/mentors.
* To assist the PAL to ensure all tutors understand, and are actively implementing the key aspects of the school’s policies, including those for behaviour, attendance, punctuality, uniform and safeguarding.
* To assist the PAL in working with form tutors/mentors to ensure appropriate follow-up to reporting procedures and to play an important part in the evaluation of reporting procedures.
* To assist the PAL in setting the agenda and undertaking formal Year Team meetings which should include a development item. To lead the Year Team meeting in the absence of the PAL
* Under the guidance of the PAL, to make a significant contribution to the induction of tutors/mentors referring any individual training needs to the member of SLT with responsibility for staff INSET.
* To provide a link for parents, tutors, SENCO, DSL, teachers, Heads of Department, SLT and external agencies.
* To initiate and respond to communications with parents (within 48 hours) ensuring that they are kept fully informed and involved in the behaviour/progress of their children.
* Under the guidance of the PAL, to use assessment data to inform an analysis of individual student’s progress and collective progress across each tutor group and the year group as a whole, focusing on specific groups of students..
* Under the guidance of the PAL, to identify and take appropriate action on issues arising from data, systems and reports, setting deadlines where necessary and reviewing progress on the action taken
* Under the guidance of the PAL, to report to the line manager/SLT on the progress of the year group and individuals, with particular reference to praise, behaviour and progress.

##  Pastoral (e.g. PSHE/RSHE) curriculum provision/development

* To assist the PAL in supporting the CTLs with specific students and having an overview of the range of barriers to learning that impact on student’s’ progress, with reference to behaviour for learning, in and out of the classroom
* Under the guidance of the PAL, liaise with relevant CTLs/members of the SLT to ensure students have access to an appropriately differentiated and challenging curriculum that suits their needs and enables them to achieve
* Under the guidance of the PAL, to have oversight of the quality of learning experienced by the year group, liaising with CTLs and offering support and guidance where necessary, e.g. not receiving homework/cover lessons all the time/students are struggling, etc.
* Under the guidance of the PAL, liaise with the SENCO to ensure students have access to SEN support, assisting with their SEN needs assessment when required.
* Under the guidance of the PAL, ensure staff have access to specialist advice whilst teaching students with SEND needs, e.g.students are struggling/need further support, etc.
* Under the guidance of the PAL, ensure that awareness of the needs and abilities of the students in the year cohort informs the work of curriculum leaders and the school’s pastoral/curriculum development.
* Under the guidance of the PAL, oversee the development and delivery of the pastoral curriculum and to ensure that tutor time is used effectively for this purpose and for students’ personal, social, moral, cultural and spiritual development
* Under the guidance of the PAL, actively monitor and respond to the impact of curriculum developments and initiatives upon students’ progress
* Under the guidance of the PAL, ensure that student voice informs the development and implementation of the school’s academic and pastoral curriculums.

 Behaviour management

* To assist the PAL in ensuring the Behaviour Management system, including praise and sanctions, is implemented consistently in the year cohort so that effective learning can take place.
* To assist the PAL in supporting, developing and managing student praise and behaviour leading to positive student behaviour and regular praise.
* To assist the PAL in regularly checking the school’s platforms i.e. SIMs, SMHW, etc. to ensure students are being set regular homework which is challenging.
* To assist the PAL in monitoring and improving the number of behaviour points gained by students by managing the regular checking of SIMs
* To assist the PAL in overseeing students on report and make contact with parents when necessary.
* Under the guidance of the PAL, to lead SISPs and PSPs for students who are of concern in the absence of the PAL
* To lead all reintegration meetings in the absence/unavailability of the PAL
* To assist the PAL in playing the leading role in the disciplining of students, (liaising with the SENCO, counsellor, safeguarding and behaviour support team where necessary), referring situations to the appropriate member of SLT when appropriate.
* Under the guidance of the PAL, to ensure that behaviour in the corridors, before school, at break, lunch and afterschool is safe and adheres to school policies and high expectations.
* To assist the PAL to ensure that behaviour incidents are dealt with and followed through swiftly and that a culture of praise is created and maintained.
* To assist the PAL in developing praise systems within the year team to encourage students positive behaviour
* To maintain a clear presence in and around the school, before school, after school and during lesson changes to ensure the good behaviour of students around the school.

Attendance/Punctuality

* Under the guidance of the PAL, to monitor student attendance and punctuality on a daily basis and to take all the appropriate steps (as per the attendance and punctuality policies/protocols) to ensure that attendance and punctuality of students in the year group are at the highest levels
* Under the guidance of the PAL, to ensure the maintenance of accurate and up-to-date information concerning attendance, punctuality, attainment and behaviour
* Under the guidance of the PAL, to have responsibility for the attendance and punctuality of the year group, tracking, monitoring and following protocols, including parent meetings, penalty notices, etc., according to the school policy.
* To ensure the attendance and punctuality policies and procedures are followed in an effective and timely manner.

Staffing development

* Under the guidance of the PAL, to lead and manage the efficient and effective deployment of the team of tutors/mentors and cohort of students. This involves giving a clear vision and direction to work, identifying key areas for improvement and planning appropriate actions to meet them.
* To assist the PAL in promoting team work and to motivate staff to ensure effective working relations within the tutor/mentor team

##  Quality assurance

* To implement school quality procedures and to ensure adherence to those within the year team
* To assist the PAL in establishing and maintaining the process of setting challenging targets for the team and to work towards their achievement
* Under the guidance of the PAL, to monitor and evaluate the students’ progress in line with agreed school procedures, including evaluation against standards and performance criteria and actions from RAP meetings
* Under the guidance of the PAL, to ensure the year team’s quality assurance procedures meet the requirements of the pastoral and whole school MER.
* Under the guidance of the PAL, to organise and, through a team of tutors/mentors, lead the development of a range of daily tutorial activities (as indicated in the Pastoral Registration Programme) that support the monitoring and enforcing high standards of work, behaviour, uniform, attendance and punctuality. This also includes year group specific tasks (preparation for exams, options, learning/wellbeing conversations, etc)
* To maintain student records (only on SIMs and Safeguard) as necessary and ensure that they are kept up to date.
* Under the guidance of the PAL, to work alongside staff to participate in the mentoring (support and guidance) of all nominated pupils, in particular those entering or returning to school, to help identify those who need help to overcome barriers to learning and positive behaviours.
* To assist the PAL in organising and, through a team of tutors/mentors, leading the development of a range of daily tutorial activities that support the monitoring and enforcing high standards of work, behaviour, uniform, attendance and punctuality. This also includes year group specific tasks (preparation for exams, options, learning/wellbeing conversations, etc)
* To assist the PAL in ensuring that emotional, behavioural and social barriers are removed through direct intervention.
* To assist the PAL in creating a strong sense of identity in the year group where students feel safe, happy and highly motivated
* To assist the PAL in identifying and taking appropriate action on issues arising from data, systems and reports, setting deadlines where necessary and reviewing progress on the action taken
* To assist the PAL in informing all staff in the team; providing student information and data where relevant and helping to plan/coordinate actions based on information.

Communications

* To ensure effective communication (within 48 hours) and consultation, as appropriate, with the parents of students and all external agencies
* Under the guidance of the PAL, use appropriate referral procedures, both internally i.e. SEN, Behaviour, Safeguarding, counselling, etc. and other outside agencies to support individuals or groups of students.

Other Pastoral

* To undertake formal weekly Line Management with the Pastoral Leaders.
* To assist the PAL in contributing to PSHE, RSHE/citizenship, work related learning, the healthy schools agenda and enterprise education according to school policy and other national initiatives as relevant.
* To assist the PAL in working with/covering for the MPA team to oversee ‘in year’ admissions for new students. This will include liaising with the member of staff responsible for admissions, meeting potential students and parents and in conjunction with key staff organising timetables and setting, etc.
* To assist the PAL in monitoring the settling in of new students.
* To assist the PAL in leading the revision and preparation for all mocks/exams.
* To assist the PAL with student focused sessions after school and during Saturday/holiday sessions. (Mainly at KS4)
* To assist the PAL in leading all whole cohort events, i.e, immunisations.

Other pastoral (where relevant)

* To assist the PAL to work in conjunction with the transition coordinator, in the induction of students to year 7.
* To assist the PAL in making visits to primary schools for the purpose of meeting students and gain information due to transfer at the end of year 6.
* To assist the PAL in supporting the organisation of the year 6 transition day/year 6 taster day in July, etc.
* Under the guidance of the PAL, to oversee the settling in of year 7 during the Autumn term to include contributing to the year 7 parent and student welcome events.
* Under the guidance of the PAL, to support the organisation and preparation of students’ option choices
* Under the guidance of the PAL, to prepare students for and support the entry for GCSEs/Vocational courses.
* Under the guidance of the PAL, in overseeing student progress at KS4 in order to identify underachievement with a view to establishing and co-ordinating improvement strategies in conjunction with teachers and CTLs.
* Under the guidance of the PAL, to lead the prom celebration
* Under the guidance of the PAL, to participate in and support the promotion of further education choices, i.e. WOW day, work experience, etc.

Safeguarding

* Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
* Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
* Promote the safeguarding of all pupils in the school

Additional duties

* To assist the PAL in contributing to the management of key school events; for example induction, transfer arrangements, outings, extra curricular, social events, etc.
* To play a full part in the life of the school community, to support the aims and ethos of the school, and to encourage and ensure staff and student follow this example
* To have an involvement in policy development and decision making across the school.

Other duties

* To continue professional development; seeking opportunities to improve own practice and share good practice.
* To maximise your own expertise and other resources to ensure support mechanisms are provided for ‘vulnerable’ and challenging students in order that their learning is maximised, and barriers to learning are removed
* To undertake any other duties which lie within the postholder’s competence according to the needs of the school and contribute to the learning environment within the school

Updated June 2022