

Pastoral and Operational Lead

Job Description

Main purpose of the job

- To assist the Headteacher in the operational management of the School.
- Maintain an effective whole school approach to supporting students.
- To directly manage Learning Coaches to ensure they meet the standards of the School and implement their job role to full capacity.
- Ensure the provision for professional development and support opportunities to ensure the highest standards of therapeutic and behaviour management practice amongst staff.
- To co-ordinate the effective deployment of resources and strategies to ensure that students' behavioural and emotional needs are being met and they are able to engage in learning effectively.
- To be responsible for promoting and safeguarding the welfare of children and young people within the School.
- To ensure therapeutic approaches and interventions are delivered and implemented.

Duties and responsibilities

Shaping the future

- Promote the vision of Embleton View.
- Contribute to the School's self-evaluation process, including devising and monitoring action plans and other policy development.
- Lead by example especially when implementing change and improvements in standards.
- Promote a culture of inclusion within the School community where all views are valued.

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Leadership and Management

- Be an excellent role model, promoting high expectations for all members of the School community, with a particular focus on meeting the support needs of the students.
- Work with the Headteacher to raise standards through staff performance management.
- Work collaboratively with the Learning and Development Coordinators to ensure all needs are met including planning, recording and reporting, and assessment.
- Support the Headteacher in monitoring and evaluating the whole school behaviour system, including Learning Coach observations, statistical analysis and target setting.
- Work collaboratively with the Learning and Development Coordinators ensuring that all students are appropriately supported to access the curriculum and learning opportunities.
- Participate as required in the selection and appointment of Learning Coaches.
- To work collaboratively in partnership with other external agencies.
- Contribute to the day-to-day effective organisation and running of the School.
- Support the staff and Headteacher in fulfilling their responsibilities with regards to behaviour.
- Contribute to the reporting of the School's performance to the School's community and partners.
- Interpret and analyse data and provide summary reports to the Headteacher.
- Work with Learning and Development Coordinators setting appropriate targets for students.
- Undertake the role of Deputy Designated Safeguarding Lead

Student and family/carer support

- Promote and protect the health, safety and welfare of students and staff.
- Have responsibility for the School's Behaviour policy including its development, maintenance and evaluation.
- Ensure that the School's policy is consistently applied throughout the School.
- Monitor and assist with the referral of children to the various support services and outside agencies and to liaise with them.
- Manage a system of recording whole school behaviour, ensuring consistency across the School.
- Support the Headteacher and other colleagues in finding appropriate strategies to support with difficulties and manage any resulting training needs.
- Lead in implementing Therapeutic Support and Interventions.
- To cover lessons when required

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Person Specification			
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	Essential	Desirable	Method of assessment
	These are qualities without which the Applicant could not be appointed	These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	
Qualifications	<p><i>The professional, technical or academic qualifications that the Applicant must have to undertake the role or the training that they must have received</i></p> <ul style="list-style-type: none"> Level 2 English, ICT and Maths qualifications 	<p><i>The professional, technical or academic qualifications that the Applicant would ideally have to undertake the role or the training that they should ideally have received</i></p> <ul style="list-style-type: none"> Management qualification Level 3 QTS or QTLS 	<p>Production of the Applicant's certificates</p> <p>Discussion at interview</p> <p>Independent verification of qualifications</p>
Experience	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to predict success in the role</i></p> <ul style="list-style-type: none"> Experience of leading a team and managing individuals Experience of supporting young people with SEN Experience within an SEMH or ASD setting Experience or knowledge of positive behaviour management strategies Experience of liaising with families and professionals Experience of implementing safeguarding practice 	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to contribute to success in the role</i></p> <ul style="list-style-type: none"> Experience of Team Teach or similar behaviour management programme Experience of implementing therapeutic interventions Experience undertaking the role of Designated/Deputy Safeguarding Lead 	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>

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<p>Skills</p>	<p><i>The skills required by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Ability to work in a way that promotes the safety and well-being of children and young people • Ability to lead and work as part of a team effectively • Ability to promote diversity, equality and inclusive practice • Ability to motivate students and promote high expectations • Effective communication skills and strong interpersonal skills • Ability to reflect on school practice and implement new strategies/approaches • Ability to make decisions and work autonomously • Organisational skills • Ability to make a proactive contribution to the work of the team supporting children, their families and carers • Ability to work with parents and carers to improve support for children • Contribute to the development and implementation of effective systems to share information 	<p><i>The skills that would enable the Applicant to perform effectively in the role</i></p>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
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<p>Knowledge</p>	<p><i>The knowledge required by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Knowledge of the support needs of students with SEN, particularly SEMH and ASD • Knowledge of PREVENT agenda • Awareness of Single Equalities and Health & Safety • Good understanding of child development and pastoral issues such as inclusion and transition. 	<p><i>The knowledge that would enable the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Awareness of legislation relevant to working with children and young people with SEN, including the Code of Practice • Understanding of the National Curriculum framework • Knowledge of LAC supporting systems 	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
<p>Personal competencies and qualities</p>	<p><i>The personal qualities that the Applicant requires to perform effectively in the role and to ensure that the Applicant safeguards and promotes the welfare of children and young people</i></p> <ul style="list-style-type: none"> • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours • Positive attitude to use of authority and maintaining discipline • To demonstrate a positive and nurturing approach towards developing the skills of students with SEN, specifically SEMH and ASD 	<p><i>The personal qualities that would assist the Applicant to perform effectively in the role</i></p>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>

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	<ul style="list-style-type: none">• To maintain an approachable and professional demeanour when dealing with challenging situations• A positive ethos, resilience and a high level of personal commitment• A committed approach to supporting students to achieve outcomes• To represent Embleton View and ALD Group Ltd and its interests in a positive manner		
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