

JOB DESCRIPTION

Post Title: Head of Behaviour and Pastoral Care	Director/Service/Sector: Children's Services		Office Use
Grade: Band 9	Workplace: Haydon Bridge High School		JE ref: HRMS ref: S1610
Responsible to: Headteacher	Date: June 2023	Manager Level:	
Job Purpose: <ul style="list-style-type: none"> To support and promote an inclusive culture throughout the school, enabling all children to achieve their best, overcoming barriers to learning and participation. To provide strategic leadership to the pastoral system through implementation and management of a team of Year Leaders To provide strategic leadership of the school attendance strategy To provide strategic leadership for safeguarding and ensure that the school meet the statutory responsibilities set out in Keeping Children Safe in Education 			
Resources	Staff	Responsible for the management of pastoral and attendance staff across the school, including the allocation of resources to meet the needs of the students	
	Finance	Accountable for Alternative Provision and inclusion budget, approx. £50,000 Management of and joint responsibility of Pupil Premium funding approx. £120,000	
	Physical	Responsible for handling sensitive and confidential personal information in relation to SEN, child protection and looked after children.	
	Clients	Strategic lead for Behaviour, Attendance and Pastoral Care including significant safeguarding responsibility for the High School. Designated Safeguarding Lead for the school (after a suitable period of induction) Responsible for developing and delivering interventions, support and counselling to students. Responsible for the personal development and wellbeing of all students within the Federation. Direct involvement with Teachers, Students, SLT, Governors, Parents/Carers, External Professionals, local authority	
Duties and key result areas: <ol style="list-style-type: none"> Liaise with Deputy Headteacher to ensure that students are kept safe in the widest possible sense To provide guidance and assist teachers in identifying children with learning, behavioural, medical or emotional difficulties and children with English as an additional language Liaise with other agencies – LIST, school health service, social services, CYPS etc. 			

4. Organise and chair regular inter agency meetings to discuss the needs and progress of identified children.
5. Ensure all stakeholders are informed about provision for identified groups.
6. Management responsibility for Year Leaders including those staff that lead on attendance, including recruitment, induction, training, performance management and appraisal..
7. To co-ordinate and monitor provision for Children in Need, including those looked after or subject to child protection procedures.
8. To contribute to the whole school initiatives that improve achievement and behaviour.
9. To Support the evaluation of the effectiveness of the School's policies and developments and analyse their impact on pupils who have barriers to learning including behavioural issues and those with external agency involvement
10. Ensure the effective and proficient use of pupil data from a variety of sources, both internal and external, in the process of target setting
11. Identify and develop the most effective teaching approaches for those pupils with SEMH/barriers to learning and disability, including intervention programmes where necessary.
12. Develop and deliver behaviour and safeguarding training for whole school, TA's, HLTA's, Year Leaders
13. Take a strategic lead on the internal school inclusion resources, implementing and leading Inclusion panel meetings.
14. Develop and maintain good relationships and communications with parents, governors and the diversifying school community.
15. Responsible for the management, monitoring and quality assurance of the SEMH provision, including Alternative Provision, the PRU and EOTAS.
16. To lead on the effective development of resources and strategies to ensure that students' emotional needs are being met and they are able to engage in learning effectively.
17. To co-ordinate the use of Pupil Premium funding within the context of pastoral and inclusion support.
18. To develop and maintain a system to enable effective tracking and monitoring for all child protection cases.
19. To contribute to Governing Body meetings on a regular basis.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements

Transport requirements:	The work involves the need to visit settings, schools and other venues throughout the county on a regular and routine basis.
Working patterns:	The post requires some working outside the normal working day including evenings and some weekends.
Working conditions:	

PERSON SPECIFICATION

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Essential	Desirable	Assess by
Knowledge and Qualifications		
<ul style="list-style-type: none"> ▪ Nationally recognised qualification for behaviour Degree or equivalent ▪ Designated Safeguarding Lead – Level 3 ▪ Mentoring/Coaching qualification or relevant experience of mentoring/coaching young people ▪ Counselling qualification ▪ Evidence of ongoing professional development ▪ Detailed knowledge and understanding of relevant legislation – SEND Code of Practice 2015, equal opportunities and disability discrimination legislation ▪ Detailed knowledge of the range, type and practical application of interventions available in the context of the School's resources and the individual child. ▪ A thorough understanding of Children's Services legislation, best practice and contemporary issues. ▪ Detailed Knowledge and understanding of current educational issues and their relationship to the inclusion, behaviour support and Children's Services. 	<ul style="list-style-type: none"> ▪ Other relevant qualifications relating to aspects of the role eg: Educational Psychology training, Social Care Training 	
Experience		
<ul style="list-style-type: none"> ▪ Leadership and management experience in a setting appropriate to the post. ▪ Evidence of successful involvement in supporting vulnerable children and young people. ▪ Significant experience in successful involvement in supporting vulnerable children. Including experience of working with child protection systems and Safeguarding Policies and Procedures ideally in a school setting. ▪ Good record of professional learning and willingness to participate in development and training opportunities. ▪ Experience of managing, developing, inspiring and motivating staff ▪ Demonstratable recent success in meeting challenging targets ▪ Experience of presenting high quality, strategic information to staff and other stakeholders ▪ Experience of leading training for staff ideally in safeguarding ▪ Experience of carrying out risk assessments in current setting 	<ul style="list-style-type: none"> ▪ Experience as a mentor, coach or performance management team leader 	

<ul style="list-style-type: none"> ▪ Experience of successful inter-agency work. ▪ Demonstrable experience of developing successful interventions and pathways that support the student to remain in mainstream education ▪ Experience of the practicable application of relevant legislation, i.e. SEND code of practice 2015, equal opportunities and disability discrimination legislation. 		
Skills and competencies		
<ul style="list-style-type: none"> ▪ Demonstrable success in supporting positive outcome for Children's and Young People. ▪ Demonstrable understanding of how high quality learning can be achieved. ▪ Well developed interpersonal skills with the ability to communicate effectively with a variety of people through a variety of mediums. ▪ Ability to manage conflict ▪ Able to prioritise conflicting demands and requirements, meet tight deadlines and timescales. ▪ Ability to work across agency boundaries within a multi professional setting. ▪ Excellent ICT skills ▪ Excellent time management skills ▪ Ability to work independently under pressure. ▪ Ability to work as a team member. ▪ Ability to lead, motivate and influence others ▪ Use of performance data to raise standards and monitor performance. 	<ul style="list-style-type: none"> ▪ Commitment to integrated and multi agency working. ▪ Skilled in managing students displaying challenging behaviours ▪ Skilled at carrying out difficult conversations ▪ Skilled at developing positive and productive working relationships with parents 	
Physical, mental and emotional demands		
<ul style="list-style-type: none"> ▪ To show commitment to sustain excellent attendance at work. ▪ Able to meet the mobility requirements of the post. ▪ High levels of exposure to significant emotional demands when dealing with child protection and safeguarding issues. ▪ Regular exposure to aggressive and/or confrontational behaviour from students and/or parents/carers ▪ High levels of work related pressure from interruptions and conflicting demand 		
Other		
<ul style="list-style-type: none"> ▪ Clear educational vision. ▪ To have high expectations ▪ A commitment to equality of opportunity. 		

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits