



SPRINGFIELD
SCHOOL

PASTORAL MANAGER
(i/c Behaviour and Inclusion)





THE



DEPENDS ON WHAT
YOU DO TODAY



AN INTRODUCTION TO SPRINGFIELD

We are a large and inclusive school with over 1100 students on roll, situated in the suburb of Drayton, to the north of the City of Portsmouth, nestled under the slopes of Portsdown Hill.

The school has an established history of excellent practice and high achievement; in March 2013 Ofsted judged the school to be good with outstanding features. In 2016, Ofsted commented that 'The quality of teaching is very well led and managed. Staff morale is high and there is sense of pride in the quality of learning in the school from them and from pupils. Standards remain at least above average or are improving in all key subjects'...' Pupils' behaviour remains very good. They are welcoming to visitors, show a mature respect for each other and enjoy working with their teachers'.

We are a strong, aspirational community founded on positive and respectful relationships; every individual is known and supported in their learning and personal development. We aim to inspire our students with a love of learning, a desire to innovate and a sense of discovery and optimism for their twenty-first century world.

Our curriculum is rich and broad, and our commitment to promoting student leadership and co-construction means that students are actively engaged in developing the school, and shaping their own learning. Our teachers recognise individual learning styles, as well as the need to encourage independent and collaborative learning.

We aim to:

- Create aspirational students for whom success and the pursuit of excellence is an expectation.
- Empower our students to maximise their potential and develop the skills they need to live independent and happy lives.
- Provide a relevant academic curriculum which supports students to become responsible citizens, well equipped for the technological and global society in which they will live.
- Develop system leadership at all levels and ensure that it drives creativity and improvement across the school.
- Increase further the occurrence of 'outstanding' teaching across the school.

The pursuit of excellence underpins everything that we do. We aim to work closely with our different stakeholders to ensure that each and every student who comes through our door gets the very best opportunities that will set them on the path for an exciting, successful and fulfilling future. We hope you find this information pack of interest, and look forward to receiving your application.



Ms Sara Spivey BSc, MA
Headteacher

THE DE CURCI TRUST

Springfield is one of three schools currently part of The De Curci Trust, which also includes Solent Infant School and Solent Junior School. All three schools are conveniently located within walking distance of each other, and are in similar catchment areas.

The close geographical proximity allows for collaborative working across the schools, sharing best practice, and aiding transition. Through a mutual respect and shared vision:-

- We recognise that the national and local educational landscape has changed; the academies programme offers schools freedom and autonomy to develop independently.
- We see this as an opportunity; as successful schools we are committed to leading school improvement within our own organisations and across the wider system.
- We share a vision of promoting high aspirations and achieving excellent outcomes for all children; our schools are inclusive and exist to serve the children who live in the locality.
- We believe that the school learning environment should deliver a vibrant, creative and relevant education for all pupils; fostering a love of learning is central to what we do.
- We are committed to developing high quality staff and building leadership capacity across our schools; continuous professional development is an entitlement for all staff.
- We recognise that schools are different and have unique identities; our approach is to allow schools to determine their own routes to excellence within the context of their own community.
- We aspire to develop expertise across all phases of education that can be shared within and beyond our trust in order to secure school improvement for all.

www.thedecurcitrust.co.uk

The De Curci Trust, a charitable company limited by guarantee registered in England and Wales with company number 10646541. Registered office address: Springfield School, Central Road, Portsmouth, United Kingdom, PO6 1QY.

Trustees: C Batstone, S Brueton, A Cufley, L Sinnott, S Spivey, T Webber, L Wilby

PROFESSIONAL DEVELOPMENT

We warmly welcome Teachers and Support Staff at all stages in their careers. The success of Springfield depends upon all its staff, who make the school a learning community in which people feel motivated, aspire to fulfil their potential, celebrate their achievements and learn continuously. This impacts directly on positive student achievement.

Continuing professional development has the full commitment of the Governors, the Headteacher and all staff. We are keen to maintain an ethos in which educational issues are debated and high expectations are set. We aim to identify systematically the needs of the individual, team and school and to share expertise to build the strengths within the school and across the City of Portsmouth. We seek high quality evaluation, advice and support from a range of sources as well as external validation of our work through the Challenge Partners programme.

SAFEGUARDING

Springfield School and The De Curci Trust are committed to safeguarding and promoting the welfare of all children and young people, and expect all staff and volunteers to share this commitment.

At Springfield School, all staff are expected to adhere to, and ensure compliance with the School's Safeguarding Policies and Procedures at all times.

Safer recruitment practice, and pre-employment checks including DBS Disclosure at Enhanced Level and overseas checks, where applicable, will be required before any appointment is confirmed.

JOB DESCRIPTION – PASTORAL MANAGER

JOB TITLE:	PASTORAL MANAGER (Non-Teaching Assistant Head of Year) i/c Behaviour and Inclusion
REPORTS TO:	Head of Achievement (Year), Deputy Headteacher
GRADE:	Pay Band 6 Band 6, SCP 9 – SCP13; Salary £21,256 to £24,799 fte Actual salary (TTO): £18,844 to £22,367 pa
SUPERVISES:	Not Applicable

To assist the Head of Achievement (Year) in meeting the individual needs of pupils; including managing the behaviour of pupils. To support pupils to overcome barriers to learning using a range of techniques, including pupil counselling and learning intervention. To provide a 'day to day' care, support and guidance service for pupils, staff and parents in the year office.

Provide practical support, advice and mentoring to individual pupils to support them to develop their social and emotional skills and behaviour for learning in order to achieve success. To develop further a complementary service throughout the school that enhances existing provision in order to support learning and encourage social inclusion; notably for those pupils experiencing difficulties in managing their behaviour.

KEY ACCOUNTABILITIES

To promote actively the School's Equal Opportunities Policy and observe the standard of conduct which prevents discrimination taking place.

To maintain awareness of and commitment to the School's Equal Opportunity Policies in relation to both employment and service delivery.

To comply fully with the Health and Safety at Work Act 1974 etc, the School's Health and Safety Policy and all locally agreed safe methods of work.

At the discretion of the Head Teacher, such other activities as may from time to time be agreed consistent with the nature of the job described above.

To work with colleagues to achieve service plan objectives and promote actively the school's ethos.
To participate in Employee Development schemes and Appraisal and contribute to the identification of own team development needs.

PRINCIPAL RESPONSIBILITIES / DUTIES

Year Office

- To assist the Head of Achievement (Year) in maintaining school expectations on attendance, behaviour and uniform by challenging students, investigating/recording incidents and managing sanctions.
- To assist the Head of Achievement (Year) in monitoring the academic progress and social and emotional well being of pupils within a year group.

- To contribute to plans/interventions to improve the behaviour and/or progress of individual pupils in the year group.
- To work in partnership with staff and parents to identify and address pupil concerns.
- To provide a 'day to day' care, support and guidance service for pupils, staff and parents. To ensure that advice is given, enquiries are answered and information is provided.
- To communicate with parents/carers by telephone, face to face and/or in writing to ensure that incidents or concerns are reported and followed up.
- To support the Head of Achievement (Year) with year office administration; to include maintaining secure and up to date pupil records (e.g. incident logs, correspondence, appropriate welfare information, pupil premium funding allocation, RAISE groups).
- To liaise with parents and outside agencies and lead/attend meetings as appropriate; to include CAF and TAC meetings as directed.
- To supervise pupils completing work (when not in class or at the end of the school day as required) that has been set in accordance with school protocols. To provide 'on-call' assistance and (pupil) supervisory duties as appropriate.
- To promote positive values, attitudes and good student behaviour, offer praise and rewards, and promote pupil successes across the school.
- To manage pupils who are showing socially unacceptable or challenging behaviour under the direction of guidelines in operation at the school.
- To establish productive working relationships with pupils using methods to encourage pupil engagement, participation and achievement in activities.
- To work in partnership with other practitioners to deliver effective interventions and support for children and families, completing referrals as appropriate/directed.
- To encourage pupils to develop social skills and independence whilst providing support when it is needed.
- To report pupil and school issues in line with the school's policies for health and safety, child protection, behaviour management etc.
- To attend parent consultation evenings, meetings and professional development sessions as required.
- To take part in extra curricular activities, e.g. open days, presentation evenings, period 6.

Inclusion and Behaviour

- To join the DHT/appropriate staff in weekly meetings that contribute to the review of pupils with behaviour concerns and/or who are at risk of exclusion; and consequent action planning/monitoring.
- To provide expertise, manage a referral system, and devise and implement behaviour for learning related projects including small group work and supported reintegration.
- To mediate between staff, parents/carers and pupils to establish and maintain high levels of student behaviour and engagement.
- To maintain regular contact with assigned pupils – to support, assist and enable them to meet their behaviour and/or progress targets.
- To develop best practice with respect to the organisation of pastoral support plans, reintegration practices/paperwork and the operational management of the internal exclusion room.
- To develop a complimentary service to encourage further the participation and progress of disadvantaged pupils including those in receipt of Pupil Premium funding.
- To complete referrals to appropriate specialist support agencies in liaison with the DHT.
- To guide pupils and, where appropriate, their families to access external agencies e.g. Young People's Counselling, Multi-Agency Behaviour Support Service.
- To lead/attend CAF and PSP meetings and liaise with appropriate stakeholders.
- To establish and maintain appropriate records of assigned pupils and keep these secure.
- To participate in broader programmes to develop support and intervention, including guiding pupils on effective peer support strategies.

The list of duties in the job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

Kindly note you will be an employee of The De Curci Trust. Your duties will be as set out in the above job description but please note that the Trust reserves the right to update your job description, from time to time, to reflect changes in, or to, your job.

You will be consulted about any proposed changes.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL CRITERIA
Job Related Education and Qualifications and Knowledge	<ul style="list-style-type: none">• NQF Level 3 or equivalent qualification or experience in relevant discipline• Good knowledge and understanding of relevant ICT packages, including the school's specialist software/equipment/resources• Full working knowledge and understanding of range of relevant policies/ codes of practice and awareness of relevant legislation
Experience	<ul style="list-style-type: none">• Experience of working with young people, particularly in the 11-16 age group• Demonstrable experience of development, management and operation of administrative systems likely to have been gained over a period of two years
Skills & Abilities	<ul style="list-style-type: none">• Good numerical skills to undertake a variety of tasks, e.g. interpreting pupil achievement data• Good literacy skills to undertake a variety of tasks, e.g. minute taking, maintaining diary(ies), producing correspondence• Very good ICT skills, e.g. production of reports, correspondence, inputting/ updating information• Able to relate well to children and adults, including professionals from other agencies, e.g. dealing with visitors, passing information/messages to other staff, dealing with upset children, providing advice• Some need to use analytical, judgmental, creative and developmental skills• Able to demonstrate sensitivity and tact particularly when dealing with the more sensitive issues• Able to maintain confidentiality• Able to work accurately and with attention to detail• Alertness and concentration, e.g. producing achievement information, minute taking and drafting correspondence• Able to undertake short term planning, e.g. managing own workload, managing the work of others, ensuring deadlines are met, planning for school activities

- Able to deal with more complex queries and know when to refer to more senior staff
- Able to work constructively as part of a team and to understand school roles and responsibilities and own position within these
- Able to self evaluate learning needs and actively seek learning opportunities
- Willingness and ability to travel independently as required

Equalities

- To be able to demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the Council's Equalities Policy.

DESIRABLE CRITERIA

- Experience of working with more challenging and/or vulnerable pupils
- Experience of behaviour/welfare work within a relevant service e.g. school, youth work, PRU



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