



CHIPPING NORTON  
SCHOOL

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Leadership Team: Barry Doherty (Headteacher)

Natalie Hancock, Alan Trainer, Daniel Gent

Yvette Armistead and Lisa De Bruyn

## Advert

Chipping Norton School is looking for the right person to take on the role of:

### **Pastoral Leader**

### **Permanent position**

**Grade 8 £24,982-£27,741 pro rata**

**37 hrs per week (term time only) 40 paid weeks per year**

Pastoral Leaders are a prominent and crucial part of our school's inclusive ethos. They work closely for and alongside three Heads of Key Stage to meet the known or emergent pastoral needs of students in our care. The successful candidate's duties will also include responsibility for maintaining pupil records, dealing with student enquiries and providing clerical support for Heads of Key Stage. This post calls for strong inter-personal skills combined with discretion and a high level of accuracy. Excellent ICT and word processing skills are essential, and a knowledge of SIMS school database is desirable – however training will be given. The role includes regulated activity relevant to children.

If you are interested, please complete a Chipping Norton application form and include a letter outlining your reasons for applying and your suitability for the role. Application forms and details are available on the school website or from Morag Robinson (01608 649500 or [office@chippingnortonschool.org](mailto:office@chippingnortonschool.org)). The closing date for receipt of applications is noon on Friday 28 January 2022. Interviews will take place on Thursday 3 February 2022. Visits, by arrangement, are warmly welcomed.

Chipping Norton School and the River Learning Trust is committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (one from current/latest employer) and evidence of the formal qualifications required for the role. It is an offence to apply for certain within schools if you are barred from engaging in regulated activity relevant to children. You should contact the school if you are unsure if this role includes regulated activity relevant to children. Chipping Norton School is an equal opportunities employer.



Chipping Norton School is an academy which is part of the River Learning Trust which is an exempt charitable company limited by guarantee registered in England and Wales with registered company number 7966500 and its registered office is Gosford Hill School, Oxford Road, Kidlington, Oxfordshire OX5 2NT.



# CHIPPING NORTON SCHOOL

## JOB DESCRIPTION

### Pastoral Leader

<b>Job Title</b>		Pastoral Leader			
<b>Reporting To:</b>		Key Stage Leader			
<b>Line Management:</b>		None			
<b>Salary</b>		Grade 8 Points 18-23			
<b>Hours per week</b>	37	<b>Working weeks per</b>	40	<b>Hours of work</b>	M-Th 0830-1630 F 0830 - 1600

#### JOB PURPOSE:

The core purpose of the Pastoral Leader is to support the Key Stage Leader (KSL) in meeting the immediate pastoral of students in their care, so that their long-term welfare and learning are secure.

#### MAIN RESPONSIBILITIES:

##### A. Student Welfare and Discipline

- Perform the duties of a Deputy Designated Safeguarding Lead (Level 2).
- Liaise with external professionals arranging case conferences/meetings.
- Administer the Early Help Assessment (EHA), Team Around the Family (TAF), Child In Need (CIN), Child Protection (CP) and Pastoral Support Plan (PSP) processes.
- Attend CIN / CP / TAF / PSP meetings as required and record the actions on C-POMS.
- Attend year assemblies/registration time as appropriate.
- Make contact with parents or carers whenever necessary to communicate information regarding their child.
- Alert the key stage leader (KSL) and assistant / deputy headteacher of any safeguarding concerns, or behavioural issues that may necessitate a permanent exclusion, suspension, or time within leadership team supervision (LTS).
- Daily 'meet and greet' of students to monitor appearance and wellbeing on entry to school.

- Provide supervision during and after school where necessary, including the supervision of students that have been removed from class due to behaviour or well-being issues.
- Support the Behaviour for Learning policy, Code of Conduct and associated school policies to enable teachers to deliver quality first teaching and learning.
- Liaise regularly with the SENDCo regarding interventions for students.
- Set up and distribute round-robins for students when tutors, teachers or parents / carers have concerns and follow-up afterwards, in order to support student progress.
- Communicate regularly with the tutor when issues or concerns arrive, detailing action/intervention that the pastoral leader has put in place.
- Along with the KSL and LT, promote and monitor the 'Never Alone @ CNS' programme.
- Refer students to the appropriate school health professionals when required.
- Administer medicine and first aid and call parents/carers as appropriate, and submit appropriate documentation to the site manager and school business manager.
- Deliver deputy designated safeguarding lead duties.
- Supports events and year group specific activities e.g. preparation for open evenings, option choices, results days and attend trips relevant to year group.
- Attend / be personally available to parents and carers at the following after-school events (once per year): Meet The Tutor Evening (mid-October), Parent-Teacher Consultations (varied timing), Year 7 Open Evening (early-October). *Time off in lieu will be provided through a mixture of non-attendance at the end of Term 1 INSET day and an early finish before the open evening itself.*

#### **B. Student Attendance**

- Work collectively with the Attendance Officer to monitor and improve attendance of students where necessary:
  - Action the attendance strategy (daily) by making wellbeing calls to parents/carers of students who are absent prioritising the most vulnerable (CP; CIN; TAF), disadvantaged and persistently absent students;
  - Monitor attendance and punctuality records (including during lessons) of students giving cause for concern and provide a rapid action response when students are not marked present;
  - Liaise with the family support worker and instigate home visits where necessary and action the attendance strategy;
  - Identify and discuss key students with attendance concerns at Guidance Team meetings.

#### **C. Administrative Duties**

- Investigate incidents and collation of statements. Informing parents or carers and updating all relevant platforms C-POMS/MIS.
- Update MIS with leavers' information/ in-year admissions details.
- Carry out filing for the year group.
- Facilitate the annual year group photographs.
- Maintain / update MIS/Satchel One database of student information.
- Organise, administer and communicate detentions to staff, students, parents or carers.
- Collect and collate relevant student information for celebration assemblies and help to organise and promote these termly events.
- Complete report cards for students if required.
- Ensure all teachers set work for long term absentees via Satchel One, or equivalent; drawing gaps and or persistent concerns to the attention of the relevant KSL and / or AHT.
- Maintain and update C-POMS database when required.
- Collaborate with KSL, the educational visits coordinator, and the finance team regarding school trips and collate paperwork, medical forms and consent slips.

#### **D. Parent Teacher Consultations**

- Administrate and organise the year group PTC using the online PTC appointment system.
- Hold a register and collate and distribute the statistics.
- Liaise with the school's systems manager regarding the annual collation of data
- Ensure the on-line booking system is working efficiently and reminders are sent to families if necessary.
- Distribute the on line goggle doc. parent voice survey Luke Robinson will oversee.

#### **E. Working with Colleagues**

- Attend the relevant key stage Guidance Team Meeting and regularly update the summary sheet identifying the most vulnerable students and what interventions are taking place.
- Attend, as required, reintegration and PSP meetings.
- Liaise with Family Support Worker, School Nurse, Counsellors, Police, CAMHS, and Social Workers and other professionals and arrange meetings as required.
- Provide the Leadership Team with an immediate response for suspensions (formerly fixed term exclusions).
- Liaise with the Leadership Team regarding students identified for Leadership Team Supervision.
- Liaise with schools, SENDCo, KSL and leadership team regarding in year admissions.

#### **F. Health and Safety**

- Undergo first aid training and update courses.
- Be aware of the responsibility for personal health, safety and welfare and that of others who may be affected by one's actions or inactions.
- Cooperate with the employer on all issues to do with health, safety and welfare.

#### **G. Standards and Quality Assurance**

- Draw weak practice or poor standards amongst colleagues to the attention of the KSL and / or member of the leadership team.
- Support the aims (everyone achieving, everyone belonging, everyone reading and speaking) and ethos of the school: compassion, curiosity, courage and creativity.
- Attend key stage team, guidance team and staff meetings where required.
- Undertake professional duties that may be reasonably assigned.
- Be proactive in matters relating to health and safety.
- To support the implementation of school policies and procedures, including those relating to confidentiality and behaviour.
- To identify personal training needs and to attend appropriate internal and external in-service training.
- To set a good example in terms of punctuality and attendance.

#### **GENERAL**

##### **The post holder will be required to:**

- Adhere to the school's Equal Opportunities policy in all activities, and to actively promote equality of opportunity wherever possible.
- Work in accordance with the Data Protection Act.
- Provide a healthy and comfortable working environment, smoking is strictly prohibited.
- This Job Description is not necessarily a comprehensive definition of the post and duties may be varied to meet the changing demands of the school. It will be reviewed at intervals and it may be subject to modification or amendment at any time after consultation with the holder of the post.

**NOTES:**

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- In addition, the post holder will be required to:
  - Adhere to the school's Equal Opportunities policy in all activities, and to actively promote equality of opportunity wherever possible
  - Work in accordance with the Data Protection Act.
  - Provide a healthy and comfortable working environment, smoking is strictly prohibited.
  - This Job Description is not necessarily a comprehensive definition of the post and duties may be varied to meet the changing demands of the school. It will be reviewed at intervals and it may be subject to modification or amendment at any time after consultation with the holder of the post.
- The performance of all the duties and responsibilities shown above will be under the reasonable direction of the Headteacher; and the Headteacher or other Senior Leader if appropriate, will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post. This job description will be reviewed annually and any changes will be subject to consultation.

**SAFER RECRUITMENT STATEMENT:**

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***Last Updated: October 2021***

<b>NAME PRINTED:</b>	
<b>SIGNED:</b>	
<b>DATED:</b>	



# CHIPPING NORTON SCHOOL

## PERSON SPECIFICATION

### Pastoral Leader

Elements required to undertake the job are provided under specific headings. Each element is essential or desirable as indicated by an E or D in the “E/D” column.

#### CODE:

E/D	Essential or Desirable
A	Application form
I	Interview/presentation
R	References

How the evidence will be tested / gathered is indicated in the final three columns.

A	TRAINING & QUALIFICATIONS	E or D?	A	I	R
1.	Good level of general educational achievement and evidence of continuing/willingness to training and beyond	E	<input type="checkbox"/>	<input type="checkbox"/>	
2.	Enhanced DBS	E			
B	EXPERIENCE OF PASTORAL CARE AND SAFEGUARDING	E or D?	A	I	R
1.	Work with children/young people and/or other work within an educational setting or experience of working with young people	E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Ability to solve problems and to show initiative in a range of situations	E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Ability to work confidently with students, parents/carers and staff	E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Practical and working knowledge of MIS with good ICT skills	D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Good interpersonal skills	E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.	Excellent verbal and written communication skills	E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C</b>	<b>PROFESSIONAL KNOWLEDGE &amp; UNDERSTANDING</b>	<b>E or D?</b>	<b>A</b>	<b>I</b>	<b>R</b>
1.	Work with and support multiagency colleagues on a regular basis	D	<input type="checkbox"/>	<input type="checkbox"/>	
2.	Understand and work within the remit of all safeguarding procedures and policies	E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	To adhere to the importance of professional confidentiality	E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	To adhere to the school's ethos and practices	E	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D</b>	<b>PERSONAL SKILLS &amp; ATTRIBUTES</b>		<b>A</b>	<b>I</b>	<b>R</b>
1.	Patience and persistence	E	<input type="checkbox"/>	<input type="checkbox"/>	
2.	Tactful, respectful and sensitive to the needs of others	E	<input type="checkbox"/>	<input type="checkbox"/>	
3.	High level of interpersonal skills with the ability to maintain a positive and flexible outlook and an sense of humour	E	<input type="checkbox"/>	<input type="checkbox"/>	
4.	An enthusiasm for working with young people and helping them to succeed.	E	<input type="checkbox"/>	<input type="checkbox"/>	