

Assistant Principal (Pastoral)

Job Description and Person Specification

Job Title: Assistant Principal (Pastoral)

Main Function: The Assistant Principal (Pastoral) will be a member of the Senior Leadership Team and will ensure that excellent standards of pastoral care and academic progress are maintained across the Senior School. The post holder will work closely with the registrar to support the transition of pupils into the Senior School and will take overall responsibility for the pastoral provision in the Senior School including Assemblies and Church Assemblies, the tutorial programme and a strong programme of co-curricular provision.

Reporting Line: Vice Principal

Overall Responsibilities

- To lead and deliver the College pastoral development plan and priorities in the Senior School
- To oversee strategies and structures to ensure the wellbeing of Senior School pupils including provision of welfare advice, guidance and support.
- To work closely with the Pastoral Manager.
- To develop the tutorial programme ensuring that it is relevant and delivered to a high standard by form tutors.
- To ensure that PSHE curriculum planning, development and delivery is in line with the pastoral strategy of the Senior School, working with the Assistant Principal for KS1 and 2 and the Head of PSHE.
- To work closely with the Registrar and Junior staff to develop a thoughtful programme that supports the transition of existing and new pupils into the Senior School. They will also ensure timetables, rooming, staffing and other logistical considerations are arranged carefully to aid smooth transition events.
- To lead on transition Sharing Shoreham events and to ensure prep school and primary school partnerships are high quality and achieve their key aims and objectives.
- To deliver CPD relating to aspects of pastoral care, as and when required.

- To be a DDSL (see separate job description) and report on matters of safeguarding, pastoral care and welfare.
- To respond to parental concerns, complaints and enquiries on all matters of pastoral welfare, behaviour and academic progress in conjunction with teachers, tutors and Heads of Department.
- To report on and ensure regulatory compliance and inspection readiness in this area of the College.
- To be responsible for behaviour and to lead on behavioural issues which have gone beyond the remit of the Form Tutors, Teachers and Pastoral Manager.
- To oversee all pupils in the Senior School on individual support, pastoral or health care plans, working closely with the SENCO.
- To lead co-curricular provision and enrichment in the Senior School ensuring that it meets the needs of pupils, offers an exciting range of opportunities and is appropriately staffed.
- To line manage the Leadership and Skills and Careers coordinator in the Senior School.
- To line manage the Heads of House ensuring a broad range of House events throughout the academic year
- To lead charity events and fund raising across the Senior School.

Leadership Responsibilities

- To be a member of the Senior Leadership Team and to assist in the various issues and responsibilities arising from that.
- To support the Vice Principal and the Principal as necessary or required.
- To play a key role in leading and attending all College and community events.

Staff Responsibilities

- The Assistant Principal (Pastoral) has responsibility for the pastoral induction of the teaching staff.
- To assist with the recruitment of teaching and pastoral staff to the College.
- To provide guidance for individual staff, and to assist with staff induction, appraisal, discipline and welfare, as required.
- To undertake teaching load as appropriate (approximately 8ppw), and other duties that may include supervision and house responsibilities.

Person Specification

- An excellent teacher who will serve as a role model to others.
- A skilled communicator with the confidence and charisma to inspire and engage staff, parents, pupils and trainees across the College.
- The ability to build relationships outside the College with other education professionals and keep up to date with developments nationally and internationally.
- A willingness to work with others, and the ability and readiness to adopt a flexible approach as dictated by circumstances.
- Someone who can relate to and understand the difficulties and problems faced by staff, parents and pupils, and possessing the skill to make positive interventions in order to help overcome them.
- A person of principle, sincerity and integrity who will support the Principal and the direction of the College, maintaining a positive dialogue in their relations with staff, pupils and parents.
- An understanding of the main trends and issues in education and pastoral care, with the ability to develop a vision and plan.
- The ability to present themselves well, be visible and accessible to others and show sound political awareness.
- A track record of identifying priorities and of getting things done efficiently and effectively, including the successful management of change.

Deputy Designated Safeguarding Lead Role

The Deputy Designated Safeguarding Lead will assist the Designated Safeguarding Lead in taking responsibility for safeguarding and child protection at Shoreham College (including online safety). They have a responsibility, alongside the Designated Safeguarding Lead, to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter agency meetings, and/or to support other staff to do so, and to contribute to the assessment of pupils at the College.

During term time and during College hours, the Deputy Designated Safeguarding Lead will be required to step into the role of the Designated Safeguarding Lead in their absence in order to ensure that there is cover for the role at all times. The Deputy Designated Safeguarding Lead may also be required to provide cover for any out of hours/out of term activities, as directed by the Designated Safeguarding Lead.

The role requires them to:

- keep up to date with their own training requirements (formal training required every 2 years; knowledge and skills are to be refreshed at regular intervals and at least annually, prevent awareness training required);
- assist the Designated Safeguarding Lead in producing a safeguarding report annually for the board of Governors;
- act as a point of contact and a source of support, advice and expertise for all staff;
- liaise with staff (especially teachers, pastoral support staff, matrons, IT technicians and the SENCO), on matters of safety, safeguarding and welfare (including online and digital safety, particularly in relation to SEND pupils) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- attend child protection review conferences when required to do so;
- ensure detailed, accurate and secure written records of concerns and referrals are maintained;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

The role may also require them (either at the direction of the Designated Safeguarding Lead or in their absence) to:

- refer cases of suspected abuse to the local authority children's social care and support staff who make such referrals;
- refer cases to the Channel programme where there is a radicalisation concern and support other staff who make such referrals;
- refer cases where a person is dismissed or left due to risk/harm to a child to the DBS;
- act as a point of contact with the safeguarding partners;
- liaise with the 'case manager' and the LADO for child protection concerns in cases which concern a staff member, as directed by the Principal;
- liaise with the Principal to inform them of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- where a crime may have been committed refer cases to the Police as required;

- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements;
- support the College with regards the requirements of the Prevent duty and provide advice and support to staff on protecting children from radicalisation;
- ensure the College's safeguarding policy is known, understood and used appropriately by all staff;
- ensure the College's safeguarding policy and its implementation is reviewed annually, as a minimum;
- ensure the College's safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the College in this;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- ensure that safeguarding files are kept up to date, are kept confidential and are stored securely;
- understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners, ensuring when a pupil leaves the College, that the safeguarding file is transferred to the new school as soon as possible, and within 5 days of the start of a new term.

The role requires the DDSL, in conjunction with the DSL to:

- encourage a culture of listening to children and taking account of their wishes and feelings, and listening to the child's wishes in any measures the school may put in place to protect them;
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication;
- work with the Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these

issues might be having on children's attendance, engagement and achievement at school.

This includes:

- ensuring that the College knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and
- supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker, reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.