

Trinity Academy Sowerby Bridge



Job Description

Job Title: House Manager

Job Scale: Scale 6 (Points 18 - 22)
37 hours a week. Term time plus 5 days.

BASIC JOB PURPOSE

- To provide leadership and operational management to an assigned pastoral group (college or house) to raise the aspirations/self-esteem of students.
- To contribute towards the strategic leadership of the pastoral system across the academy/school.
- To implement and develop enrichment activities which contribute to students' emotional and academic development.
- To implement and develop programmes of support for identified students within the college/house, working in collaboration with other pastoral and SEN staff, by fostering strong relationships across the academy community.
- To develop programmes which focus on students' attitudinal and academic development as identified through relevant evaluation and improvement planning.
- To use academic data from internal and external sources to plan, implement and evaluate support interventions for students within the house.
- To liaise with staff, parents, other education institutions and multi-agency partners to support students progress and overall development.

Reporting to: Assistant Principal, Behaviour

Responsible for: N/a

MAIN RESPONSIBILITIES

1	To lead a pastoral group and provide leadership and management to the college/house ensuring that all learners are guided, as appropriate and that their progress is regularly monitored and reviewed.
2	To use, model and evaluate effective practice and quality assure the processes and systems of self-review, student reviews and working with other staff and agencies who support students (including Local Authority and Government Agencies, Health and Children's Services, Voluntary Groups and Parent and Carer Organisations) to ensure effective communication concerning the maintenance of students' wellbeing.
3	To support the academy/school Behaviour for Learning system, providing training, advice and support and acting as a role model, in applying and using the policy. This includes actively demonstrate understanding of pastoral and behavior policy and procedures to students, staff and parents.
4	To lead college/house team meetings, leading the sharing of information and ideas, and positively promoting and providing guidance on academy/school policy and procedures to tutors. Where there are areas of concern, or potential underperformance with a tutor(s), seek advice and support.
5	To access, maintain and update a range of student and academy/school records to assess students' progress and monitor the overall experience of students in the college/house to ensure equal opportunity to all, attendance and other key indicators are in line with academy

	targets.
6	To lead on strategies that develop and improve the pastoral system through monitoring and evaluating the quality of tutor sessions, and student engagement, through data analysis, learning walks, surveys and other evaluation methods.
7	To access, monitor and analyse student data to ensure that student tracking is effectively managed across the college (and academy/school) and that learners are informed and advised appropriately throughout their learning, particularly transition points.
8	Prepare, plan and implement individual, group and some whole class learning activities and intervention programmes across the whole academy/school, working alongside and in conjunction with professional teaching staff, including assemblies.
9	To research, arrange and assess reward strategies that develop a culture of achievement, reward and responsibility within the college/house.
10	To support and liaise with the key staff (i.e. Phase Leaders, Welfare Officers, Attendance Officer) by contacting parents, making home visits and attending meetings with parents/carers of students who require intervention or other support.
11	To remain informed and up to date around national initiatives and good practice as it relates to students and pastoral leadership and management.
12	To implement and monitor specialist inclusion intervention strategies, and liaise with relevant outside agencies to support all students with special educational needs.
13	To create strong links with the wider community to enhance the curriculum and culture of achievement within the house and school/academy
14	To make decisions on internal exclusions in liaison with the SLG link.
15	To record and maintain accurate student records, in line with Data Protection legislation and policy and procedures.

Other Specific Duties:

- All staff are expected to demonstrate consistently high standards of personal and professional conduct and maintain high standards of ethics and behaviour, within and outside school.
- Treat all students with dignity, observe proper boundaries and understand that every adult in the academy has a responsibility to safeguard children and young people.
- To continue personal professional development as required
- Attend staff and other meetings and participate in staff training and development events as required
- To actively engage in the performance review process
- All support staff may be used to perform appropriate duties as and when required by the academy, commensurate with the salary grade of that post if it is higher than the employee's current salary
- To work in the best interests of the academy Trust, students, parents and staff
- To adhere to the academy's policies and procedures with particular reference to Child Protection, Equal Opportunities, Teaching and Learning and Health and Safety
- To work flexibly, including some evening work, and to travel, as required, to meet the needs of the role
- To work at locations across the academy Trust, as required.

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.

This job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

PERSON SPECIFICATION

Job Title: House Manager		
KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and experience	<ul style="list-style-type: none"> • education to degree level or equivalent relevant experience • experience of successfully working with identified disaffected students, or groups of students • experience of monitoring and recording progress of learners • experience of forging community/voluntary/parent and partner agency links • experience of working with young people with SEN or behavioural issues • experience of leading or managing a team 	<ul style="list-style-type: none"> • leadership of a community project/area of school development
Knowledge and understanding	<ul style="list-style-type: none"> • understanding of students welfare and pastoral needs • innovative approaches to working with students, parents, the local community and multi-agency partners in relation to inclusion, behaviour and reward strategies • strategies for ensuring equal opportunities for students, staff and other stakeholders • ability to participate professionally in meetings 	<ul style="list-style-type: none"> • understanding of Safeguarding and Child Protection issues • knowledge of the needs of SEN students in academic surroundings
Skills and abilities	<ul style="list-style-type: none"> • ability to communicate effectively, negotiate and network through highly developed inter-personal written, verbal and presentation skills to a range of audiences, including SLG and governors • work as an effective team member and apply given instructions • prioritise, plan and direct the workload of self and others, balancing long and short term priorities • set high standards and provide a role model for students and staff • well-developed analytical, planning and organisational skills • demonstrate a willingness to take the initiative • identify and develop creative and imaginative solutions to solve problems • seek support and advice when necessary • deal with student's personal and other crises • demonstrable ability to evaluate work programmes and strategies • evidence of sound judgment skills 	<ul style="list-style-type: none"> • willingness to develop own understanding and capability through advice and training • think clearly in emergency situations
Personal qualities	<ul style="list-style-type: none"> • enjoyment in working with young people and families. • an excellent record of attendance and punctuality • commitment to inclusive education • commitment to learning • resilience and perspective 	<ul style="list-style-type: none"> • reliability, integrity and stamina • respect confidentiality