



CAYMAN PREP AND HIGH SCHOOL

(Owned and Operated by the United Church in Jamaica and the Cayman Islands)

JOB DESCRIPTION

Head of Pastoral – PRIMARY SCHOOL

Post:	Head of Pastoral, Primary School
School:	Cayman Prep and High (Primary School)
Responsible to:	Deputy Principal and Principal
Accountable to:	Principal and Director
Responsible for:	SENDCo, Canteen and School Assistant Supervisor, ASC Lead, School Counsellor
Liaising with:	Head of Academic High School Head of Safeguarding & Belonging High School Head of Pastoral Data Manager and Office Manager School Nurse

Primary Purpose

Under the direct supervision and direction of the Deputy Principal and Principal:

- Share in the professional leadership and management of the school, in keeping with and promoting the Christian principles and ethos of the United Church in Jamaica and the Cayman Islands.
- Lead Quality Assurance and enhancement of all matters Pastoral across the school in order to raise standards of provision to improve student welfare.
- Lead in the strategic development of personal development and character education including the Junior Duke Award Scheme.
- Lead on the effective playtimes for all students including devising rotas for playtime equipment and zoned play areas and managing playtime resources.
- Manage wellbeing and related dimensions of pastoral policy and practice across the school, ensuring individual student needs are met.
- Ensure, in direct liaison with Head of Academic and the SENDCo, the holistic development of students and their well-being to underpin maximum academic progress.
- Oversee student leadership roles in year 6, including the buddy systems and oversee new students' induction process.

- Lead on the management of attendance and set up systems and processes to monitor and manage pupil attendance, proactively promoting excellent attendance and creating preventative strategies to support good attendance.

PLT Responsibilities

- Under the overall guidance of the Deputy Principal and Principal, play a lead role in:
- Ensuring the pastoral, and operational success of the Primary school.
- Provide vision and strategic direction across the school, for all matters pastoral.
- Formulate the pastoral aims, objectives of the school and establishing the relevant pastoral policies including the in alignment with academic policies.
- Strategic Leadership of the development of the behavioural policy and practice.

Key areas of responsibility for Pastoral development are:

Strategic Leadership

Provide pastoral vision and direction to create an ethos which enables effective personal development by students to prepare them for life in the 21st century.

- Work with the PLT to translate the vision and mission into agreed objectives and operational plans which will promote and sustain school improvement.
- Promote a caring and nurturing environment for the school community.
- Coach and work with others to generate enthusiasm, commitment and to create a shared culture, positive climate and an environment conducive to excellence.
- Formulate the aims and objectives of the school and establish pastoral policies through which they are to be achieved.

Collaborate to advance Wellbeing & Personal Growth to achieve the greatest impact

- For students: In collaboration with the Nurse, Counsellor, and Heads of House, lead initiatives that promote students' physical, mental, and emotional wellbeing, embedding personal development opportunities that enable every child to thrive. This includes ensuring a rolling programme of wellbeing promotions and effectively communicating high-profile themes, events, and activities throughout the school year to support and promote student wellbeing.
- For staff: As and when needed, and in collaboration with the Wellbeing Committee and the PS Social Secretary, foster a supportive and inclusive culture that prioritises staff wellbeing, resilience, and professional growth, ensuring a positive, balanced, and thriving working environment.

PSHE curriculum

- In collaboration with relevant staff including the PSHE subject lead and Head of Academic, ensure an effective PSHE curriculum and linked co-curricular opportunities to support the wellbeing and personal development of the students. In addition, work with the relevant staff to have oversight of interventions to support the PSHE curriculum.

PASS /CPOMS/Safeguarding oversight

- Systematic collation and analysis of annual PASS tests.
- As Child Protection Officer (CPO) you will have oversight of CPOMS, with DSL, to ensure next step actions are followed through in the area of safeguarding.
- Review of key data with SENDCo as part of Pupil Progress Meetings.
- Implementation of next steps actions with teaching staff, learning support staff, school counsellor, parents and other parties as relevant.

Character Education

- Quality assurance of curricular, extra-curricular and enrichment provision to enhance children's development in all areas e.g. Clubs for Character (First Aid, Debate and Chess).
- Strategic leadership and overview of extra-curricular provision through review and evaluation Clubs and Activities programmes.
- Strategic leadership and overview of After School Care provision, with an agenda for development and improvement, e.g. and After School Care Homework Clubs.
- development of best practice in growth mindset, metacognition and independence.
- development of best practice in student agency, leadership and responsibility of:
 - o House Captain and Prefect roles
 - o School Council roles **Attendance Policy and practice.**
- Ensure at least good overall attendance, always striving for excellent attendance
- improvement in individual children's attendance records **Behaviour & Anti-Bullying Policy and practice.**
- Development of best behaviour for learning through effective whole school behaviour policy.
- Using latest evidence-based research to ensure best behaviour management practice.

Strategic leadership and overview of inclusion practice ensuring appropriate intervention and support across the school to meet all student needs.

- Through line management of the SENDCo, ensure effective classroom identification of children's learning differences, and suitable provision, including interventions, internal or external, in accordance with the Cayman Code of Practice.
- As part of the PLT, oversee termly Pupil Progress Meetings and LS data capture as required through the SENCO.
- Drive and capture tangible impact and learning outcomes of LS provision across school.

In addition, the Head of Pastoral will:

- Report to Deputy Principal, Principal, Director and Governors as required on pastoral developments and student outcomes through regular timely reports and annual Pastoral Narrative.
- Contribute to Parental and Staff Documentation, such as Parent and Staff Handbook.
- Undertake other reasonable duties as may be required or designated from time to time by the Principal.
- Leadership, planning and co-ordination of and attendance at designated School Assemblies, School Events and Parent Presentations.

- Carry out the professional duties of a teacher as required, including providing timetabled interventions, teacher leadership cover and absence cover.
- Undertake other reasonable duties as may be required or designated from time to time by the Principal.

The Head of Pastoral will be effective by:

d) Developing Self and Others.

- Keep up to date with developments in educational development, specifically in the areas of pastoral.
- Contributing effective strategies and procedures for staff induction and integration, appropriate and relevant professional development and performance review for staff.
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory, in line with whole school policies.
- Manage own workload and professionally support others to allow an appropriate balance.
- Undertake professional development needs relating to School Improvement Plan and individual requirements.
- Contribute to a CPD plan based on school and staff needs and offer advice and guidance on suitable opportunities; lead and delegate academic training as needed.
- Support staff in taking responsibility for undertaking and recording their own CPD.
- Provide support for colleagues undertaking accredited professional development.
- Identify and share appropriate Professional Reading for discussion.

e) Leading the organisation.

- Treat all stakeholders fairly, equitably and with dignity and respect, establishing and maintaining collaborative and open relationships and communication channels.
- Be personally visible and committed across the school, demonstrating a strong, collaborative and flexible leadership style.
- Work with the Primary Leadership Team to critically evaluate the school's performance through ongoing structured and strategic School Evaluation.
- When required, take responsibility for child protection issues and for promoting and safeguarding the welfare of children and young people within the school.
- Implement the performance management appraisal system for designated staff members.
- Ensure effective use of financial, technological and other resources in designated areas.

f) Managing the organisation.

- Effectively manage budget allocation within the designated areas, in order that the school secures its objectives.
- Work with PLT and HR to recruit and retain staff of the highest quality.
- Strategically develop and implement School Improvement Planning.
- Manage and organise the resources and facilities of the school efficiently and effectively.

g) Securing Accountability.

- Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure designated staff member accountabilities are clearly defined, understood and agreed and are subject to on-going review and evaluation.

- Develop and present a coherent, understandable and accurate account of the school's performance, within the designated areas to a range of audiences.
- Reflect on personal contribution to school achievement and take account of feedback from others.

h) Strengthening Community.

- Develop and maintain effective partnerships with parents to support and improve students' achievement and personal development.
- Strengthen the school's positive image in the wider community and encourage the spirit of volunteerism in students; Actively support the diversity of the school's communities and students.
- Ensure learning experiences for students are linked into and integrated with the wider community.
- Seek opportunities to invite parents, community figures, or other organisations into the school.
- Cooperate and work with relevant agencies to protect children.

All Staff Are Expected To:

- Maintain confidentiality at all times with regard to student information and related school matters.
- Fully adhere to and support the Christian ethos and values of the school, setting good examples in terms of dress, punctuality and demeanour.
- Uphold the school's behaviour code, uniform requirements and other regulations.
- Attend and participate in staff CPD sessions, school-based meetings, student performance meetings, Parent Teacher Consultations (PTC) and extra-curricular activities and clubs.

Position Requirements:

The Head of Pastoral should be an inspirational and dynamic leader committed to the highest standards in every area of the work of the school. They will be required to meet the following requirements:

Education and Experience

- An honours university degree with an internationally recognised teaching qualification.
- In-depth and up to date knowledge and understanding of the National Curriculum for England 2014 (NC14) and Early Years Foundation Stage (EYFS) Curriculum.
- A minimum of six (6) years of outstanding and varied teaching practice and experience in school(s) providing NC14 and EYFS Curriculum.
- Successful experience in school, educational and pastoral leadership, and development.
- A clear understanding of pastoral dimensions, including personal development, wellbeing and welfare provision and processes, recent developments in pastoral practice and of the factors and strategies that can impact upon student outcomes.
- A clear understanding and experience of Child Protection and Safeguarding policy and procedures.
- Knowledge and successful experience of budget management and reporting procedures and personnel leadership and management.
- A commitment to gaining further qualifications and/or accreditation in Educational Leadership.

Skills / Attributes

- Excellent leadership, organisational, communication and ICT skills.
- High level of personal integrity and confidentiality.
- Think strategically, analytically and creatively.
- Outstanding interpersonal skills with the ability to work collaboratively, coach, mentor and maintain respectful and trusting relationships.
- Ability to work independently, multitask, manage multiple priorities and meet deadlines.
- Effective change management skills, including those related to pastoral development.
- Be quality conscious, dynamic and results oriented.

Safeguarding

In accordance with the school's commitment to follow and adhere to the School's Child Protection Policy and Procedures and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people in the school. All staff are required to maintain appropriate professional boundaries in relationships with children and with all members of the school community and outside agencies, and exercise sound professional judgment, which always focuses upon the best interests of the students and the school. You must understand and carry out your duties in accordance with the responsibilities of being in a position of trust and dispatch your duty of care appropriately at all times. You will always be expected to present a consistently positive image of the school and uphold public trust and confidence.

This Job Description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future.

Post holder Name: _____ Date: _____

Post Holder Signature: _____

Primary School Principal: _____ Date: _____