



WILLOW TREE
Academy



Person Specification: Pastoral Lead

This person specification outlines the key qualifications, experience, knowledge, and skills required for the role of Pastoral Lead at Willow Tree Academy Schools. Candidates will be assessed against these criteria during the selection process.

| Attributes | Essential Criteria | Desirable Criteria |
|---|---|---|
| <p>Qualifications & Professional Development</p> | <ul style="list-style-type: none"> • Relevant professional qualification in education, social care, youth work, or mental health. • Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) training (or willingness to complete immediately). • Senior Mental Health Lead training (or willingness to undertake). | <ul style="list-style-type: none"> • Advanced training in trauma-informed practice, attachment theory, or SEMH interventions. |
| <p>Experience</p> | <ul style="list-style-type: none"> • Substantial experience working within a school, social care, or early help setting supporting vulnerable children and families. • Proven experience of contributing to safeguarding and child protection processes, including triaging concerns. • Experience participating in multi-agency workflows and coordinating/leading multi-agency meetings (e.g., CiN, CP, TAF, Strategy meetings). • Experience managing, leading, or mentoring staff or a pastoral team. • Experience collaborating with SENDCOs, inclusion leaders, or senior staff to plan pastoral interventions and address barriers to learning. • Experience conducting home | <ul style="list-style-type: none"> • Experience working directly with local panels (e.g., Rotherham Inclusion Panel) or specialist provision centers. • Experience managing pupil transitions across early years phases or from Year 6 to secondary school. |

| Attributes | Essential Criteria | Desirable Criteria |
|---|---|--|
| | <p>visits to assess family wellbeing.</p> <ul style="list-style-type: none"> • Experience working with data systems to track trends in attendance, behavior, and safeguarding incidents. | |
| <p>Knowledge & Understanding</p> | <ul style="list-style-type: none"> • Deep operational knowledge of statutory safeguarding guidance, specifically 'Keeping Children Safe in Education' (KCSIE) and the Prevent Duty. • Thorough understanding of social, emotional, and behavioral barriers to learning for young children. • Understanding of local authority threshold documents for Social Care and Early Help services. • Knowledge of specialist mental health resources and initiatives (e.g., 'With Me In Mind', My Happy Mind). • Knowledge of local attendance monitoring procedures and legal frameworks around persistent absenteeism. | <ul style="list-style-type: none"> • Specialist knowledge of the impacts of attachment, trauma, and resilience on student behavior and development. |
| <p>Skills & Abilities</p> | <ul style="list-style-type: none"> • Ability to maintain meticulous, confidential, and chronological records using school tracking software. • Excellent interpersonal and communication skills to build trusting relationships with parents, carers, and families. • Ability to provide daily operational advice, expertise, and training to school staff on safeguarding practices. • Ability to manage and evaluate the impact of SEMH provision and report findings effectively to the | <ul style="list-style-type: none"> • Ability to independently analyse complex data trends to adapt school protocols and strategic interventions. |

| Attributes | Essential Criteria | Desirable Criteria |
|-----------------------------------|---|--------------------|
| | <p>Headteacher and Governing Body.</p> <ul style="list-style-type: none"> • Ability to provide safe spaces and high-quality support to pupils experiencing distress or crisis. • Strong collaborative skills to work unified with inclusion teams, attendance officers, and external agencies (e.g., MIND, Social Care, WMIM). | |
| <p>Personal Attributes</p> | <ul style="list-style-type: none"> • Resilient, empathetic, and professional when handling high-level pupil welfare concerns. • Commitment to a child-centered approach, ensuring children's wishes and feelings are central to reporting and triage processes. • A champion for safeguarding and child protection policies across all academy settings. • Proactive, strategic thinker capable of driving unified, non-curriculum practices for complex needs. | <p>N/A</p> |