

Pastoral Manager

Salary Grade: Band C
Responsible to: Assistant Principal
Responsible for: n/a

Purpose and Vision

The purpose of the Pastoral Manager is to provide consistent pastoral support, guidance and intervention to students, helping them to develop positive behaviours, engage successfully with school and overcome barriers to learning.

Working under the direction of the Assistant Principal and as part of the wider pastoral and inclusion team, the postholder will build positive relationships with students, support behaviour and attendance, contribute to safeguarding and wellbeing processes, and use relevant information and data to identify concerns and evaluate the impact of pastoral interventions.

The role contributes to the Trust's purpose by helping students feel safe, supported and ready to learn, while working with staff, parents/carers and other professionals to remove barriers to engagement, achievement and wellbeing.

Positive relationships and targeted pastoral support → improved behaviour, engagement and wellbeing → reduced barriers to learning → students able to learn, achieve and thrive.

Pastoral support and student relationships

- Build positive, professional relationships with students and provide appropriate pastoral support, guidance and mentoring.
- Support students to develop positive behaviours, make appropriate choices and engage successfully with school.
- Provide targeted support to students experiencing barriers to learning, behaviour, attendance or wellbeing.
- Use appropriate relational, restorative and behaviour support approaches to help students resolve difficulties and improve their engagement.
- Support agreed behaviour support plans, mentoring programmes and pastoral interventions.
- Provide appropriate recognition and encouragement to reinforce positive behaviour and progress.
- Contribute to the induction and support of new students, including helping them understand academy expectations, routines and relevant procedures.
- Support students during periods of difficulty or heightened emotion, using agreed approaches and seeking further support where appropriate.

Behaviour, attendance and inclusion

- Support the implementation of the academy's behaviour and culture expectations and contribute to a calm, purposeful and inclusive school environment.
- Monitor student behaviour, attendance and pastoral concerns using relevant academy systems.
- Maintain accurate records of incidents, interventions and student support.
- Attend and respond to behaviour incidents in subject areas and other academy spaces, seeking appropriate and timely resolutions.
- Support the operation of agreed inclusion, detention and other pastoral arrangements.

- Liaise with teachers and relevant colleagues regarding student behaviour, pastoral concerns and agreed interventions.
- Participate in regular reviews with the Assistant Principal and inclusion team to identify students requiring further support or referral.
- Support referrals to appropriate internal and external services where agreed.
- Identify patterns or emerging concerns and raise these with the appropriate member of the pastoral or inclusion team.

Safeguarding and student wellbeing

- Act as an appropriate pastoral contact for identified students and contribute to agreed safeguarding and wellbeing support.
- Record safeguarding and pastoral concerns accurately and promptly on the academy's safeguarding or relevant information systems.
- Escalate safeguarding concerns in accordance with Trust safeguarding procedures and the direction of the Designated Safeguarding Lead (DSL) or appropriate safeguarding colleague.
- Contribute to Early Help plans, multi-agency meetings and other agreed support arrangements where appropriate.
- Liaise with the DSL and other relevant colleagues regarding patterns of concern, barriers to engagement and emerging safeguarding or wellbeing issues.
- Support students to access appropriate pastoral, wellbeing or specialist support where required.
- Communicate appropriately with parents/carers regarding pastoral, behaviour and attendance matters within agreed responsibilities.

Monitoring, recording and evaluation

- Maintain accurate and timely records of pastoral interventions, behaviour incidents, attendance concerns and student support.
- Use relevant academy data to monitor student progress and identify patterns or areas requiring further intervention.
- Support the Assistant Principal and wider pastoral team by providing accurate information about trends, progress and concerns.
- Review the impact of agreed pastoral interventions and contribute to adjustments where evidence indicates that a different approach may be required.
- Ensure student records and pastoral information are stored and handled securely and confidentially.

Communication and working with colleagues

- Develop positive and professional working relationships with students, teachers, pastoral colleagues, parents/carers and relevant external professionals.
- Communicate information accurately, sensitively and promptly.
- Work collaboratively with teaching, pastoral, inclusion and safeguarding colleagues to support students effectively.
- Liaise with parents/carers in a professional and constructive manner, including where difficult or sensitive issues need to be discussed.
- Contribute to meetings and reviews relevant to the role.
- Support colleagues in maintaining appropriate behaviour expectations and pastoral arrangements.

Professional development

- Participate in relevant training, coaching and professional development required for the role.

- Complete all required safeguarding training and apply relevant learning to daily practice.
- Keep knowledge of relevant behaviour, attendance, safeguarding, pastoral and wellbeing procedures up to date.
- Participate in the academy's performance management and development processes.
- Use feedback, reflection and relevant evidence to improve practice.

General

- Adhere to Trust and academy policies, procedures, professional standards and codes of conduct.
- Maintain appropriate confidentiality and professional boundaries at all times.
- Comply with relevant health and safety, safeguarding and statutory requirements.
- Take reasonable care for the health and safety of themselves and others.
- Work flexibly within agreed contractual arrangements to support the effective operation of the academy.
- Undertake other reasonable duties consistent with the nature and level of the role, as directed by the appropriate line manager.

Safeguarding Responsibilities

- All staff have a responsibility for safeguarding and promoting the welfare of children and young people. The postholder is expected to understand and fulfil their safeguarding responsibilities in accordance with Keeping Children Safe in Education (KCSIE), Trust safeguarding policies and procedures, and relevant training and guidance.

Role-specific safeguarding responsibilities

As a Pastoral Manager, the postholder may have regular contact with students who require additional pastoral, behaviour, attendance or wellbeing support. The postholder must:

- Maintain appropriate professional boundaries with students at all times.
- Remain alert to changes in student behaviour, presentation, attendance or wellbeing that may indicate a safeguarding concern.
- Record and report safeguarding concerns promptly and accurately in accordance with Trust procedures.
- Respond appropriately if a student discloses a concern and follow the academy's safeguarding procedures.
- Maintain confidentiality while recognising that safeguarding concerns must be shared with appropriate colleagues.
- Follow agreed procedures when supporting students who are distressed, dysregulated or experiencing difficulties.
- Contribute to agreed safeguarding, Early Help and multi-agency processes where appropriate.
- Complete required safeguarding training and apply relevant learning consistently in practice.

What Good Looks Like

Effective performance in this role will be demonstrated through:

- Students receiving consistent, appropriate and timely pastoral support.
- Positive and professional relationships being established and maintained with students.
- Students being supported to understand expectations, develop positive behaviours and engage successfully with school.
- Behaviour, attendance and pastoral concerns being identified, recorded and followed up appropriately.
- Pastoral interventions being appropriately targeted, monitored and reviewed.

- Relevant student information and records being accurate, timely, secure and appropriately confidential.
- Safeguarding concerns being recognised, recorded and escalated promptly in accordance with academy procedures.
- Students requiring additional support being identified and referred appropriately.
- Staff, parents/carers and relevant professionals receiving clear and appropriate communication.
- The postholder working effectively and collaboratively with the pastoral, inclusion, safeguarding and teaching teams.
- The postholder demonstrating appropriate initiative while working within agreed policies, procedures and professional boundaries.
- The postholder responding calmly and professionally to challenging situations and using appropriate restorative or relational approaches.
- Evidence and data being used appropriately to understand the impact of pastoral support and inform next steps.
- The postholder contributing to a safe, inclusive and purposeful academy environment that supports students to learn, achieve and thrive.

Pastoral Manager – Person specification

Assessment method – Application (A), Interview (I), Practical assessment (P)

Attribute	Essential	Desirable	Assessment
Qualifications	- Good general education, including literacy and numeracy sufficient to undertake the requirements of the role. - Willingness to undertake required safeguarding and professional development training.	- Relevant qualification or training in pastoral support, behaviour, youth work, counselling, mentoring, mediation or a related area. - Relevant safeguarding training beyond the statutory requirement.	A
Experience	- Experience of working positively with children or young people. - Experience of supporting students with behaviour, attendance, wellbeing or other barriers to learning. - Experience of maintaining accurate records and handling confidential information. - Experience of working collaboratively with colleagues and communicating with parents/carers or other professionals.	- Experience of working in a school, academy or other education setting. - Experience of contributing to Early Help, multi-agency or other coordinated support arrangements. - Experience of using behaviour, attendance or safeguarding information to monitor and evaluate support.	A & I
Skills	- Ability to build positive, professional relationships with students. - Ability to communicate clearly, calmly and sensitively with students, colleagues and parents/carers. - Ability to support students to resolve difficulties and develop positive behaviours. - Ability to manage challenging situations appropriately and maintain professional boundaries. - Ability to recognise when a concern requires further support or escalation. - Ability to organise and prioritise work effectively and meet agreed deadlines. - Ability to maintain accurate records and use relevant information systems. - Ability to work collaboratively while also using appropriate initiative.	- Ability to use restorative, relational, trauma-informed or other evidence-informed approaches to support students.. - Ability to analyse behaviour, attendance or pastoral data to evaluate interventions and identify trends..	A & I & P
Knowledge	- Understanding of safeguarding and the importance of promoting the welfare of children and young people. - Understanding of the importance of professional boundaries and confidentiality when working with students. - Understanding of effective approaches to behaviour, attendance and pastoral support. - Knowledge of when and how to report or escalate safeguarding concerns in accordance with academy procedures.	- Knowledge of relevant safeguarding, attendance, behaviour and inclusion guidance. - Knowledge of Early Help and multi-agency approaches to supporting children and young people. - Knowledge of restorative or relational approaches to behaviour support.	A & I