



# Foundry Lane Primary School

## Pastoral Manager

**Grade:** D/E Dependant on experience

**Working Hours:** 37 hours, Term Time only, INSET days plus 1 Week - 40 weeks. Monday to Thursday 08:00am – 16:00pm and Friday 08:00am – 15:30pm

**Responsible to:** Headteacher and Senior Leadership Team

The Pastoral Manager is responsible for leading and coordinating safeguarding, child protection, attendance, and pastoral support across the school.

The role ensures all pupils are safe, supported, and able to thrive, while building strong partnerships with parents and carers to promote pupil wellbeing, engagement, and achievement.

The postholder will lead on safeguarding practice, early help, attendance, and parental engagement, working closely with staff, families, and external agencies to provide timely and effective support.

## KEY RESPONSIBILITIES

### Safeguarding and Child Protection

- Take lead responsibility for safeguarding and child protection across the school
- Ensure safeguarding policies and procedures are implemented and understood by all staff
- Act as the first point of contact for safeguarding concerns raised by staff
- Respond appropriately to disclosures or concerns about pupil welfare
- Refer cases of suspected abuse or neglect to appropriate external agencies
- Maintain accurate, secure and up-to-date safeguarding records
- Monitor pupils at risk and ensure appropriate support plans are in place
- Promote a safeguarding culture where pupils feel safe, listened to, and supported
- Support the school's online safety agenda, responding to concerns and ensuring staff awareness is maintained in line with KCSiE requirements.
- Handle all safeguarding information with appropriate confidentiality, ensuring secure storage and disclosure only on a need-to-know basis.

## **Pastoral Support and Early Help**

- Work with the pastoral team and SLT to ensure behaviour support plans and risk assessments for pupils with complex or persistent needs and that de-escalation strategies and consistent approaches are in place
- Liaise with the SENCO to ensure the needs of vulnerable pupils, including those with EHCPs, are addressed in a coordinated and holistic way.
- Maintain up-to-date knowledge of the needs and arrangements for Looked After Children and Previously Looked After Children, supporting PEP reviews and liaising with the designated teacher as required.
- Identify vulnerable pupils and families and coordinate and lead appropriate support and interventions
- Lead on early help processes, including assessments and multi-agency planning
- Support parents and carers through regular meetings and “surgery” sessions
- Develop strategies to support families facing challenges, including emotional, behavioural, or social needs
- Maintain records of support provided, including CAF / early help documentation

## **Attendance and Inclusion**

- Monitor, track and analyse attendance data to identify concerns and trends
- Work with families to address barriers to attendance and improve outcomes
- Conduct home visits where appropriate in line with safeguarding procedures
- Liaise with the Education Welfare Officer and external agencies regarding persistent absence
- Ensure attendance concerns are addressed as part of wider safeguarding and pastoral support

## **Parent and Family Engagement**

- Develop and implement a whole-school approach to parent partnership and engagement
- Build strong relationships with parents and carers to support pupil wellbeing and achievement
- Provide parenting support, advice, and signposting to services
- Lead and coordinate parenting workshops, courses and support programmes
- Organise informal support opportunities such as coffee mornings and drop-in sessions

- Identify parental needs and develop a responsive programme of support (e.g. First Aid, parenting skills)
- Promote parental involvement in school life and maintain a register of parent volunteers

### **Multi-Agency Working**

- Act as the main point of contact for external agencies including social care, health, and police
- Attend and contribute to child protection conferences, CIN meetings, and other multi-agency forums
- Liaise effectively with external professionals to coordinate support for pupils and families
- Ensure timely and secure transfer of safeguarding information when pupils move schools
- Attend and contribute to safeguarding network meetings within the Trust and beyond, where appropriate

### **Training and Staff Support**

- Provide safeguarding training and updates for staff, including new starters, volunteers and students
- Offer guidance and advice to staff on managing safeguarding and pastoral concerns
- Support staff in making appropriate referrals and recording concerns
- Contribute to the development of staff awareness around family support and early help

### **Policy, Leadership and Development**

- Lead on the review and implementation of safeguarding and pastoral policies
- Contribute to a whole-school vision for pastoral care and family engagement
- Keep the Headteacher and governors informed of safeguarding and pastoral matters
- Promote a culture of inclusion, safeguarding, and high expectations for all pupils
- Engage in ongoing professional development to maintain up-to-date knowledge of safeguarding and family support practices
- Lead and line manage other members of the pastoral team

## **PERSON SPECIFICATION**

## **Knowledge & Understanding**

- Safeguarding and child protection legislation and procedures
- The role of parents and carers in supporting children's development
- Early help processes and multi-agency working

## **Experience**

- Working with children and families in an educational or support setting
- Safeguarding and child protection casework
- Delivering support, training or workshops for parents or staff
- Experience supporting Looked After Children or Previously Looked After Children (desirable)

## **Skills**

- Excellent communication and interpersonal skills
- Ability to build effective relationships with pupils, families, and professionals
- Strong organisational and record-keeping skills
- Ability to manage a varied workload and prioritise effectively
- Familiarity with school information management systems such as Arbor or CPOMS (desirable)

## **Qualifications**

- Relevant Level 3 qualification (or equivalent) plus GCSE English and Maths
- Safeguarding / DSL training (or willingness to obtain)
- Knowledge of or experience delivering structured programmes such as ELSA, Thrive, or Triple P (desirable)