

Pastoral support job description

Employment details	
Job title	Pastoral Lead
Reports to	Headteacher

General duties

- Adhere to all school policies and procedures, particularly those in relation to equality of opportunity, health and safety, data protection and safeguarding.
- Attend meetings, conferences and home visits as appropriate.
- Maintain and record all relevant pupil information in line with the school's Records Management Policy, ensuring that appropriate data protection procedures are followed.
- Work with school staff, parents and relevant external agencies regarding pupil progress, behaviour and attendance.
- Support pupils and parents during transition periods.
- Promote the school's vision and ethos, encouraging the inclusion and acceptance of all pupils.
- Ensure that appropriate policies and procedures are implemented to allow effective learning to take place, including child protection procedures and behaviour management processes.
- Attend relevant training and undertake appropriate CPD activities, ensuring that staff members are kept up-to-date with relevant news and changes within the sector.
- Act as a role model for pupils, setting high expectations and acting in a professional manner.

Pastoral care

- Demonstrate a commitment to safeguarding and promoting the welfare of pupils, ensuring that pupil wellbeing is the focus of all actions undertaken in the role.
- Assist with the pastoral care of pupils, ensuring that the school meets all pupils' personal and social needs.
- Provide one-to-one pastoral support to pupils, where necessary.
- Work with staff members and parents in order to remove practical, social and emotional barriers to learning.
- Refer pupil wellbeing concerns to the appropriate external agencies, as appropriate.
- Follow up concerns and provide individual support for pupils.

- Ensure that any concerns are appropriately recorded and reported, including those in relation to attendance, academic performance and pupil wellbeing.
- Plan and implement any specific arrangements for individual pupils, such as intervention programmes, ensuring that relevant staff members are aware of any measures in place.
- Discuss individual pupils' needs with relevant members of staff, parents and external agencies, where appropriate.
- Monitor and assess the implementation of interventions and support programmes, reviewing these and making informed changes where necessary.
- Maintain accurate records regarding the implementation of intervention programmes, including any referrals that are made.
- Continuously motivate and challenge pupils, whilst promoting and reinforcing self-esteem.
- Place a strong focus on pupils' social, mental and emotional health (SMEH) needs, and contribute to the creation of the school's SMEH Policy.
- Promote independence, recognising and rewarding self-reliance.

Supporting staff

- Act as a point of contact for staff members regarding the wellbeing of pupils and provide the necessary support.
- Work with the SLT and other relevant staff members to ensure continuity of pastoral care throughout the school.
- Liaise with staff members to ensure the wellbeing of pupils and their full participation in school life.
- Make necessary staff members aware of individual pupils' specific needs.
- Provide staff members with advice regarding pupil support strategies to ensure pupils' academic, social and emotional needs are met.
- Assist with implementing individual pupils' learning plans, pastoral support plans and acceptable behaviour contracts.
- Liaise with staff members to plan, assess and adapt learning activities to meet pupils' needs.
- Provide pastoral-focussed training, as well as any other relevant CPD opportunities, to staff members.
- Advise staff members on how to effectively support pupils' SMEH and meet their individual needs.
- Ensure resources are suitable for learning activities and effectively support the needs of pupils.

Safeguarding support

- Be the Designated Safeguarding Lead
- Ensure all safeguarding records are up to date

- Have day to day responsibility for triaging My Concern.
- Liaise with all external agencies to ensure the wellbeing & safety of the pupils.
- Attend TAFs and any social care meetings.
- Work closely with parents to support their children.
- Work closely with the head teacher to ensure all staff receive high quality safeguarding training.

Attendance and exclusions

- Encourage attendance and punctuality at school.
- Monitor and review pupil attendance, identifying and reporting concerns to the relevant Senior Leader.
- Maintain an up-to-date record of absence, identifying patterns and trends in pupil attendance.
- Advise staff members on strategies to promote the regular and punctual attendance of all pupils, and assist in the implementation of these strategies.
- Liaise with the attendance officer on attendance issues, facilitating the planning and delivery of appropriate interventions, in order to improve pupil attendance and punctuality.
- Liaise with parents of absent pupils, ensuring that appropriate interventions are being implemented at school and at home.
- Work closely with the attendance officer in order to set appropriate attendance targets, including whole-school, year group and individual pupil targets.
- Liaise with parents and the LA regarding exclusions.
- Maintain the pupil behaviour database, ensuring that all information is up-to-date and accurate.
- Produce reports regarding pupil attendance and exclusions for each phase lead and the headteacher.
- Facilitate the reintegration of pupils who have been excluded, ensuring that they are appropriately supported and necessary interventions are implemented.

Communication

- Establish positive, productive and constructive relationships with pupils, parents and colleagues to assist home-school communication and facilitate the support provided.
- Develop innovative methods of engaging with parents and families, encouraging increased parental participation in pupils' education.
- Liaise with external agencies, such as Children's Services, where appropriate.
- Participate in internal and multi-agency exchange of information and best practice, ensuring that data protection and child protection policies are adhered to.

- Liaise with the school nurse and SENDCO, to ensure that pupils' needs are effectively met and appropriate support is provided.
- Assist in the development of positive relationships with other schools, liaising with pupils' previous or forthcoming schools in order to ensure a positive transition.
- Meet with staff members, pupils, parents and external agencies in order to identify individual concerns and develop informed plans of action.

Pastoral Lead person specification

Qualifications and training	
Essential	Desirable
<ul style="list-style-type: none"> • GCSEs or equivalent qualification in at least English and maths. • Safeguarding training 	<ul style="list-style-type: none"> • Behaviour management training. • Degree in a relevant subject. • Valid DBS check.
Skills and experience	
Essential	Desirable
<ul style="list-style-type: none"> • Experience of undertaking relevant and effective CPD. • Experience of developing and delivering individual and group-based support to pupils. • Experience of working with pupils with behavioural issues. • Experience of supporting pupils' SMEH needs. • Experience of implementing behaviour management strategies. • Excellent written and verbal communication skills. • Have an ability to motivate colleagues. • Be able to work as part of a team, as well as independently. • Be able to adapt activities to ensure they are inclusive. • Be able to effectively delegate tasks and responsibilities. • Be able to manage projects and lead a group. • Be able to collate and summarise information and data. • Be proactive in the protection of children in reference to safeguarding procedures and protocols. • Be able to effectively liaise with external agencies. • Be able to develop and implement effective support strategies. 	<ul style="list-style-type: none"> • Experience of creating individual intervention programmes for pupils. • Experience of handling child protection and welfare cases.

<ul style="list-style-type: none"> • Be able to identify triggers of poor behaviour and barriers to learning. • Be able to assess pupils and their families, and identify their needs to ensure effective support is provided. • Be able to maintain accurate and up-to-date records. 	
Knowledge	
Essential	Desirable
<ul style="list-style-type: none"> • Knowledge of statutory requirements regarding the education sector and pupil wellbeing. • Knowledge of legislation regarding pupil attendance, safeguarding and data protection. • Knowledge of common pastoral issues and how to respond to the different situations which may arise. • Knowledge of local and national support services that are available to pupils and schools. • Proven awareness and respect for the highly sensitive status of information and its confidentiality. • Knowledge of child protection and safeguarding procedures. • Knowledge of intervention strategies, including those in relation to behaviour and attendance. • Have a good understanding of child development, learning processes and barriers to learning. 	
Personal traits	
The successful candidate will be	
<ul style="list-style-type: none"> • Able to build positive and productive relationships with staff members, pupils and parents. • Able to consistently promote good behaviour throughout the school. • Able to effectively motivate and encourage pupils. • Able to work flexibly, attending and contributing towards meetings and training outside of their specified work hours. 	

- Able to commit to contributing to the wider school and its community.

Additional requirements

The successful candidate will have

- Excellent communications skills.
- Good time management and the ability to prioritise tasks effectively.
- A well-developed sense of empathy.
- A good attendance and punctuality record.
- High expectations of self and professional standards.
- The ability to maintain successful working relationships with other colleagues.
- A willingness to work outside of the timetabled day, where necessary.
- High levels of drive, energy and integrity.