

Job Description – Pastoral Lead

Main purpose

To enable all pupils to engage in education by providing leadership and support around student welfare, behaviour, attendance, and emotional well-being. Central to this role is fostering a relational school culture by developing and implementing Relational Support Plans (RSPs), which emphasise positive relationships, restorative practices, and the repair of harm caused by conflicts or behavioural incidents. To be a Deputy Designated Safeguarding Lead. The pastoral lead will work with staff, parents/carers, and external agencies to ensure a cohesive approach to relational support, breaking down barriers to learning through compassionate, structured interventions.

Duties and responsibilities

Working with pupils

- Develop, implement, and regularly review Relational Support Plans (RSPs) tailored to individual pupils, focusing on their emotional well-being and the restoration of positive relationships in the school community.
- Ensure the use of restore and repair strategies following conflicts or behavioural incidents, facilitating restorative conversations between affected parties to mend relationships and promote mutual understanding.
- Monitor behavioural systems to track pupil behaviour, identify patterns or trends, and analyse data to understand underlying causes of behaviour. Use this information to inform the development and review of support plans.
- Work collaboratively with staff to ensure interventions are targeted and effective, adjusting RSPs based on ongoing behavioural analysis and pupil progress.
- Coordinate the transition of new or returning pupils by ensuring relational systems are in place to support their integration and reduce barriers to learning.
- Work with pupils to empower them to take ownership of their actions and actively participate in restorative processes, reinforcing a sense of responsibility and community.
- Apply trauma-informed practices to recognise and respond to the effects of trauma on pupils, ensuring that the support provided is sensitive to their emotional and psychological needs. Create safe, supportive environments that help pupils build trust and resilience.

Working with staff

- Ensure all staff are trained in relational policies and practices, focusing on building supportive relationships with pupils and using restorative methods to address conflict and behavioural concerns.
- Collaborate with staff to monitor pupils' emotional and behavioural progress, using systems that track relational interventions and their impact.
- Support staff in using the restore and repair model to resolve conflicts and behavioural issues, guiding them to facilitate restorative conversations with pupils.
- Work with the SENCO and other support staff to ensure that RSPs are integrated with pupils' wider support needs, including any additional educational or mental health support.

- Collaborate with senior leaders, contributing to the development of whole-school relational policies that prioritise well-being, emotional safety, and learning through relationship-building.

Working with parents/carers and external agencies

- Serve as the main point of contact for parents/carers on pastoral, relational, and behavioural issues, ensuring that all communication reflects the school's relational ethos.
- Build strong relationships with parents/carers, using regular communication and restorative dialogue to address concerns, review progress on RSPs, and promote partnership in their child's development.
- Liaise with external agencies to bring in additional expertise and support where necessary, ensuring all interventions align with the school's relational approach.
- Maintain an understanding of available external support services that can enhance relational and emotional support for pupils.

Administration

- Maintain accurate, up-to-date records of all RSPs, behaviour systems, pastoral interventions, and restore and repair processes, ensuring the school's systems support effective tracking of pupil progress and behaviour.
- Ensure that relevant information on pupil behaviour, progress, and relational interventions is shared appropriately across staff teams and external agencies, while upholding confidentiality.
- Use the school's systems to monitor, evaluate, and adjust interventions and relational strategies in response to pupil needs and progress reports.

Safeguarding

- Hold the role as Deputy Designated Safeguarding Lead within the safeguarding team.
- Work in line with statutory safeguarding guidance and the school's relational safeguarding policy, ensuring that relational practices are central to protecting pupils' welfare.
- Collaborate with the DSL to integrate relational and restorative approaches into safeguarding and child protection policies, prioritising emotional and relational safety.

Other areas of responsibility

- Collaborate in the implementation of relational systems within the school's behaviour management framework, ensuring consistent use of restorative practices across all levels.
- Contribute to the ongoing development of relational practices and systems, aligning them with the school's ethos of nurturing positive relationships and emotional well-being.
- Ensure compliance with Mount Tamar's policies and procedures at all times, reinforcing a unified approach across each site to support school-wide goals.
- Undertake any other reasonable duties or responsibilities as directed by the Executive Headteacher or the Head of School, commensurate with the role and in alignment with the needs of the school.