



JOB DESCRIPTION

Pastoral Lead

Job Title: Pastoral Lead

Responsible to: Deputy Headteacher – Teaching and Learning

Purpose of the Role

- To work strategically with the school leadership to provide appropriate and timely support for students and their families reducing barriers for students' success at school.
- To be a Deputy Designated Safeguarding Lead for the Centre, liaising and reporting to the Senior Leader in the Centre and under the strategic oversight of the Designated Safeguarding Lead.
- To be the first contact for all students and their families in the Centre.
- To form strong relationships with parents/carers, staff and external agencies ensuring pastoral needs of students are met and be able to refer families for appropriate levels of support including the completion of Early Help Assessments.
- To hold the belief of 'behaviour as communication of need', to champion every student, advocating for them and enabling them to be successful.
- To establish and maintain a climate of trusting relationships with all students through repeated positive experiences, holding the student in high regard.
- To promote student engagement in their timetabled lessons and with the Centre support that is offered, adapting student timetables and provision to respond to Social Emotional Mental Health (SEMH) need.
- To promote and support the school values and ethos including the completion of repair work and restorative approaches to rebuild relationships.
- To ensure a consistent approach is offered to all students by the staff team in the Centre.
- To work alongside other Pastoral Leads to ensure a consistent approach across all Centres.
- To monitor the attendance of students in the Centre and ensure interventions are put in place to improve it.
- To oversee part time timetables of students in the Centre ensuring fortnightly review with parents.
- To line manage a small team of support staff.

Main Responsibilities & Duties

Safeguarding:

- Ensure the timely arrival of the safeguarding file for children transitioning into the Centre.
- Summarise the safeguarding records of new starters, sharing this information with the wider safeguarding team ahead of a new student starting and ensuring that any necessary student risk assessments are undertaken and shared with the Centre team.
- Where necessary, liaise with the DSL of the previous school if further information is required.
- Lead transition into the Centre of new students including the initial tour for students and their families and completion of Induction pack.
- Provide support to identified families in need of Early Help including visiting the homes of students when necessary and the completion of Early Help Assessments.
- Maintain an updated case management system of children open to family support.

- To work with outside agencies and other professionals, representing Willow Vale School at Strategy discussions, Initial Child Protection Conferences (ICPC), Review Child Protection Conferences (RCPC), Child in Need reviews and Team Around the Family (TAF) meetings as required. There may be some instances that require the postholder to chair a TAF meeting and act as Lead Professional.
- To build honest and productive relationships with family members to ensure they are providing for their child's educational, and welfare needs.
- To provide practical 'hands on' support and advice to identified families.
- To ensure excellent communication with all professionals, both internal and external to school.
- To investigate and action responses to incidents that present within the Centre and impact the smooth running of the day or prevent students from engaging in learning, liaising with the Senior Leader when needed and ensuring comprehensive records are kept.
- To keep thorough and comprehensive safeguarding records, logging concerns and actions on My Concern. These records may be used by others as supporting evidence in future interventions.
- Participate in the rota that ensures the safeguarding email address is checked daily in the school holidays and attend any urgent safeguarding meetings that are convened (these are Strategy discussions and ICPC meetings set by Children's Social Care. There is an expectation that all planned meetings fall outside of holiday working).

Attendance:

- With the Senior Leader in the Centre, be a first point of contact for identified students who are at risk of non-attendance and provide rapid response to student absence to prevent students becoming persistently absent (PA).
- Working with the Attendance and Welfare Lead, ensure that part time timetables are reviewed with parents every two weeks and parents sign to consent to them.
- Complete Welfare visits to the homes of non-attending students as required.

Leadership:

- To take a lead role in all aspects of student support.
- Support staff with restorative conversations with students in line with the Relationships policy.
- Provide emotional and wellbeing support for students and put in place interventions and initiatives to avoid escalations of behaviours.
- Work with tutors and teachers to provide relational support for identified students ensuring that Pastoral Support Plans, ABCC charts and Risk Assessments are in place and successful strategies form the basis of our work with the student.
- Provide half termly line management for a small team of support staff.
- Attend and contribute to the weekly Safeguarding and Attendance meetings as required and attend all Centre briefings.

Day to day running of the Centre:

- To coordinate and undertake some break/lunch duties and to oversee student welcome in the mornings and goodbye at the end of the day.
- Lead some individual and small group SEMH intervention sessions.
- Co-ordinate the use of break out and safe spaces for students in the Centre.
- To invigilate exams as required.

SUPPORTING PROCESSES
<p>Problem Solving and Creativity: <i>Give examples of the problem solving and creativity involved in the job. This should include resolving issues over interruptions to work deadlines, priorities and changing demands. How often do these issues occur?</i></p> <ul style="list-style-type: none"> • The post holder is expected to be innovative and creative in their approach to working with students and to be an effective problem solver. • The postholder will need to prioritise in response to the shifting needs of the students/families and identify creative and alternative options to support and engage student(s).

Decision Making: Give examples of the types of decisions which the job has responsibilities for making, including where appropriate those relating to resources, budgets and employees. Show where there is authority of freedom to act and where there is an impact via recommendations or advice.

- The post holder will work under the guidance of the Senior Leader in the Centre to identify the priorities of the Centre and plan the strategic response to them.
- The postholder will work under the strategic oversight of the Designated Safeguarding Lead.
- The postholder will work under the guidance of the Welfare and Attendance Lead with regards to attendance of students.
- The postholder will guide the work of those that they Line Manage.
- Day to day decisions will be made without referral to others to care for the needs of students with substantial SEMH needs.
- Liaison with Centre colleagues will occur daily.
- The postholder will determine when to escalate a situation for advice from a Senior Leader. There is an expectation that all safeguarding decisions are completed in liaison with another DDSL or the DSL. Decisions are made together not in isolation.

Physical Effort and Working Conditions: Give details and the frequency of any special effort needed, including the prolonged or frequent use of IT equipment and describe any particular working conditions, other than those encountered in a normal office environment, to which the job holder is subjected e.g., noise, outside working, unpleasant surroundings.

The post holder is expected to:

- work both in and outside of Willow Vale centres, managing students who may be reluctant to engage;
- have their own transport and be able to travel throughout the Willow Vale School area as required;
- support students with significant to intensive challenges on both an individual and group basis.

Contacts and Relationships: Give details of the range and type of people within the Council or external organisations and including the recipients of services it is necessary to contact in order to carry out the responsibilities of the job. What is the range and purpose of the contact e.g., providing information or advice, directing, monitoring, influencing, motivating.

The post holder will have:

- daily contact with staff within the Centre, for the purpose of problem solving and sharing information;
- regular contact with other staff within Willow Vale School to share information and develop services;
- regular contact with staff from other agencies for the purpose of sharing information.
- regular contact with staff in mainstream schools for the purpose of supporting students who are on roll of the school but being supported by the Centre.
- regular contact with Children's Social Care, Health Service professionals and other agencies involved with supporting and assessing students' welfare and progress.

Knowledge, Skills and Experience: (To be completed by the Line Manager) The minimum general education standard, qualifications, training and level of experience required by the job holder **to be fully effective in the job**. Note that this information should relate to the requirements of the job and not what may be available from existing job holders.

The post holder will:

- be educated to A level standard or equivalent;
- have experience in training & development in delivering teaching and learning strategies, and in working with students with SEMH needs;
- have the ability to remain calm under all circumstances; using humour where appropriate as a de-escalation tool;
- bring a non-judgemental approach to working with people;
- be solution focused in solving problems;

- be willing and able to work collaboratively and flexibly with staff, government agencies; parents/carers and the general public;
- have experience of and an interest in the welfare and well-being of young people;
- have a working knowledge of the use of ICT in a learning environment.

Agreed that the Job Description is a fair and accurate statement of the requirements of the job:

Job Holder: Date:

Line Manager: Date:

Designated Senior Manager: Date: