

**Job Description and Person Specification
Pastoral and Family Support Lead**

Job details	
Job title	Pastoral and Family Support Lead
School	NWIJS
Grade	Grade F12 - 17 (£28,598 - £31,022 per annum FTE / £23,269 - £25,241 actual salary)
Hours	35 hours a week, Monday to Friday, 8.00am-4.00pm Term time only, plus five training days across the year (term time+1 week)
Responsible to	Responsible to the Senior Leadership Team
Effective date	April 2026

Role and context
<p>Job purpose</p> <ul style="list-style-type: none"> • The Pastoral and Family Support Lead will work directly with children and parents in a non-judgemental way, empowering them and their families to get the most out of the educational opportunities available. • The PFSL will focus their work on preventative and early intervention activities. They will work predominantly with children and families where presenting needs are below the thresholds that trigger the involvement of specialist services and other agencies. • Understand the primary rights and responsibilities of parents to raise their children, and support parents by helping them to improve their parenting skills, for example by facilitating basic parenting classes and providing appropriate information or referrals. • To work with parents in a school context, supporting them and building their engagement with their child’s learning, strengthening relationships between them. • To identify, with parents, reasons for their children’s non-attendance, and to work with parents and others to achieve regular attendance and reduce suspension.
<p>Context</p> <ul style="list-style-type: none"> • Parental influences have a powerful effect upon children’s attitudes, achievements and life outcomes. The role of the PFSL is to assist in tackling underachievement by working in partnership with families, parents, carers and pupils in a school context to enable pupils, particularly the most disadvantaged, to have full access to educational opportunities and overcome barriers to learning and participation.

Principal Accountabilities	
Accountability	
Relate with children in ways that enhance their self-esteem, confidence, and feelings of psychological safety	1

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Undertake the role of one our Alternate Designated Safeguarding Leads within the federation, being aware of and complying with policies and procedures relating to Safeguarding and Child Protection, health, safety, security, confidentiality and data protection, reporting all concerns to the relevant person.	2
Set up and run EHAPs in line with Children's Services guidance and training, working in collaboration with other external agencies.	3
Triage referrals from staff, knowing the limits of their own competence in tackling each case and identify which cases require immediate action. Make direct external referrals if necessary, including to the MHST team, HSB team etc	4
Promote high quality at home parenting such as promoting conversations between parents and their children, and encouraging authoritative rather than authoritarian discipline.	5
Support parents of children with early signs of social, emotional, health or behavioural issues, and work with them, school staff and other support agencies to prevent problems worsening and interfering with the child's ability to engage with school and learning. To provide impartial information or referral to parents about the school and relevant local services available to parents, children and families including those provided by education, social care, youth justice, childcare providers, the voluntary sector and others.	6
Take responsibility for delivering pastoral interventions.	7
Record any behaviour incidents or safeguarding concerns on our online recording system, CPOMS	8
Encourage good relations and effective dialogue between parents and teachers about children's progress. Communicate feedback and concerns to parents both over the telephone and in person in a clear but compassionate way.	9
Able to hold sensitive and difficult conversations with children and parents.	10
Enable increased opportunities for parental involvement in school life.	11
Carry out home visits where appropriate to support parents encouraging their children to maintain full and regular attendance.	12
Work closely with our school Safeguarding Officer and safeguarding team, local authority and school attendance officers and external services.	14
Attend relevant meetings with external agencies and contribute to these in a clear, concise and professional manner.	15
Take the initiative in developing appropriate multi-agency approaches to supporting pupils and their families.	16

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Share expertise and skills with other staff, liaising with relevant outside specialist and support agencies and maintaining up to date knowledge.	17
To undertake other similar duties and activities within the grade and scope of the post as directed by the Headteacher. This may include covering classes in exceptional circumstances.	18

Person specification	
Essential	Desirable
Qualifications	
<ul style="list-style-type: none"> ● Education achievement sufficient to support clear verbal and written reporting and presentation skills. ● Be willing to undertake DSL training ● Be willing to undertake Norfolk Steps behaviour training ● Be willing to undertake Multi-agency training 	<ul style="list-style-type: none"> ● Trained in Norfolk Steps 'Step On' ● Currently have DSL training ● Currently have Multi-agency training
Experience	
<ul style="list-style-type: none"> ● Experience of working with pupils of relevant age in a learning environment. <ul style="list-style-type: none"> ● Experience and understanding of children within their family context. ● Demonstrable experience of delivering individual or group based support. ● Experience within the field of education, social services/welfare or the voluntary sector. 	<ul style="list-style-type: none"> ● Experience of working with parents
Skills/knowledge	
<ul style="list-style-type: none"> ● Can use IT effectively ● Full working knowledge of relevant policies/codes of practice/legislation; ● Constantly improve own practice/knowledge through self-evaluation and learning from others <ul style="list-style-type: none"> ● Knowledge of the social and emotional factors that affect a child's capacity to learn. ● Knowledge of available support services and referral routes. ● Awareness of the legislation affecting school attendance requirements. ● Resilience ● Persistence ● Relate to young people and adults in an empathetic manner. 	

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- Develop a rapport with pupils and their families.
- Deal with difficult situations and/or individuals in a calm, fair but effective manner.
- Deal with sensitive issues in a confidential manner.
- Communicate effectively – face to face or by telephone, with children/parents/head teacher/social workers etc.
- Prioritise workloads and work to deadlines.
- Work as part of a team and use own initiative when required.
- Work flexibly and manage own time to best effect
- Report and account to line manager as appropriate.
- Demonstrate awareness/commitment to upholding equal opportunity policies.
- Maintain an effective record keeping system utilising Google applications and CPOMS (online recording system- training will be given)
- Undertake relevant training.