

PASTORAL LEAD JOB DESCRIPTION

Responsible to: Headteacher & Deputy Headteacher

Job Purpose: To work as part of a team to promote a whole school approach to enhancing the emotional health and wellbeing of pupils and families so that all children are able to access and benefit from the educational opportunities on offer.

Main duties and Responsibilities

Leadership and Management

- To work with senior leaders to support and champion activities which promote safeguarding, emotional health and wellbeing across the school.
- To be a Deputy DSL and assist the Designated Safeguarding Lead with safeguarding issues, including the management of confidential records and attendance at meetings
- To ensure a high level of confidentiality is maintained in all aspects of working with children and their families.
- Attend Senior Leadership Team or staff meetings as required.
- To keep up to date with the range of activities, courses and opportunities, organisations and individuals that could be drawn upon to provide support to pupils and build up a detailed knowledge of support available.
- To attend training and professional development sessions.
- To be the named GDPR lead

Identifying Need and Monitoring Impact

- To assist in identifying needs, co-ordinating support or referral and monitoring impact of pastoral interventions

Working with Parents and Carers

- To provide support and advice to families and help develop parenting skills by signposting to appropriate agencies
- To be a point of contact with parents/carers in relation to pastoral care. Liaising with teaching staff and senior leaders.
- Follow up all correspondence from parents/carers to ensure enquiries have been dealt with.
- Meet parents as required.

Targeted Support and Referral

- To carry out pastoral interventions (using relevant schemes or interventions) where required on 1:1 or small group basis
- To determine potential risk and co-ordinate early intervention as appropriate

- To work with external agencies and establish effective partnerships with Family Support Workers, Early Intervention services, Social Workers and other organisations
- To have full knowledge and understanding of the range of activities, courses, opportunities and individuals that could be drawn upon to provide extra support for pupils.
- To ensure pupils have timely access to effective mental health/pastoral support when needed.
- To ensure the school safeguarding software is used to record all incidents including the details of investigations and support.
- To facilitate the sharing of information between local agencies, schools and authorities.
- To undertake training, as requested, in order to carry out duties of the post in an informed and effective manner.
- To provide bereavement support to families where needed and signpost families and staff to relevant agencies

Attendance

- To monitor whole school attendance, especially those who are vulnerable or persistent absentees.
- Conduct home visits for families if needed to encourage school attendance
- Liaise with teachers on strategies to support school attendance.
- Meet with parents whose children's attendance is dropping to put support in place to improve it.

Pupil Wellbeing

- To assist staff in promoting well-being and developing resilience through the curriculum
- Create links with the local community to enhance the curriculum offer in school.
- Take a lead role in developing and implementing practices which reflect the school's commitment to positive behaviour and emotional well-being.
- Contribute to school's positive behaviour policy.
- Work with the PHSE lead to enhance the delivery of the curriculum in this area, reflecting the schools own issues.
- To deliver interventions to groups or individuals, to meet their needs.
- To be a named first aider and administer medicine

This job description is not necessarily a comprehensive definition of the post, duties may vary within this framework in line with its general character and level of responsibility entailed.

Other information

Inspiring Futures Through Learning is committed to safeguarding and promoting the welfare of children. All employees are expected to share this commitment, to follow the Trust's safeguarding policies and procedures and to behave appropriately towards children at all times, both in work and in their personal lives.

All school based posts are defined as Regulated Activity and therefore this post is subject to an Enhanced with Barred List Criminal Records Bureau checks

Person Specification

Skills and Knowledge				Level
Assess by;				
<u>Attainable</u> Successful applicants will be expected to obtain the denoted qualifications or experience within an agreed period of time				A Application I Interview T Testing R Reference
<u>Desirable</u> Applications will be preferred from candidates with the denoted qualifications or experience				
<u>Essential</u> Applicants without the denoted qualifications or experience will not be considered for this role				
Qualifications	NVQ 3 Teaching Assistant qualification or equivalent		X	D
Skills / Experience	Significant experience of working with individuals and small groups to encourage participation and engagement in education		X	A,R
	Been part of a team leading safeguarding	X		A,I,R
	Experience leading training to staff members on areas of expertise		X	A,I
	Experience working with families to provide support for a child	x		A,I
	Working directly with pupils in a school setting	X		A,R
Competencies				Level
Assess by;				
<u>Awareness</u> Demonstrable aptitude and ability to develop in the particular work area				A Application I Interview T Testing R Reference
<u>Significant</u> Clear competence in the work element sufficient for all role requirements				
<u>Extensive</u> Sufficient expertise in the work element to lead and mentor others, and influence policy and practice				
Planning and organising work	Ability to assess priorities and work flexibly with others to maximise effectiveness of pupil interventions	X		I,R

Planning capacity and resources	Securing and deploying school resources in the provision of pupil support		X		I,R
Influencing and interpersonal skills	Engaging with pupils to understand their needs and assisting them to fully participate in overcoming barriers to learning	X			I,R
	Developing meaningful relationships with families and other support groups to help focus on the needs of pupils		X		I,R
Using initiative	Ability to adapt to changing circumstances quickly and appropriately, using novel approaches where indicated		X		I,R
Working independently	Setting own priorities (in consultation with teachers and other colleagues) and dealing authoritatively with situations when working alone		X		I,R
Managing people	Understanding the needs and priorities of others in co-operative working	X			I,R
Managing resources	Maintaining equipment		X		I,R
	Maintaining accurate and highly confidential records		X		I,R
Managing risk	Full awareness of safeguarding and child protection issues, procedures and codes of practice	X			I,R
Managing oneself	Awareness of opportunities for self-improvement at all times	X			I,R