

Job Description- Pastoral Lead

Post Title	Pastoral Lead
Salary Grade	N7
Job Evaluation Code	AA4197
Reporting To	Assistant Headteacher
Line Management of	Support Assistants

Job Purpose (including main duties and responsibilities)

- To support pupils where a range of factors are contributing to poor attendance and behaviour at school and indicating that children and young people are at risk of poor outcomes. To work alongside the Pastoral Team in overseeing intervention programmes and assessing their effectiveness. To liaise with various agencies in relation to the welfare of pupils at the school. To advise the Senior Leadership Team and Local Advisory Committees (LAC's) on all safeguarding, attendance and behaviour matters.

The following is typical of the duties the post holder will be expected to perform. It is not necessarily exhaustive and other duties of a similar nature and level may be required from time to time.

Main Duties

- To support staff and pupils as appropriate in their home group and/or small individual or group sessions to assist in resolving conflict, behaviour and/or friendship issues and/or pupil engagement.
- To work with children with complex behaviour needs and in challenging circumstances (both with colleagues and on a lone basis). Use professional and personal skills to respond positively to the emotional and mental demands of the role.
- To respond to pupils' individual needs and promote inclusion, attendance and acceptance of all pupils in the classroom.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Giving relevant feedback to the teacher regarding the social, emotional and physical needs of pupils thus offering the teacher support in their assessment.
- To comply and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- To establish constructive relationships and communicate with other agencies/professionals, (e.g. Family Support Officer, Children's Social Care etc.) in liaison with the teacher, to support the wellbeing, achievement and progress of pupils.
- To lead and deliver individual group work and other agreed learning/programmes for children, including those which involve less routine/more complex activities, with general guidance laid down by teachers/school leadership team.
- To maintain records of pupils' wellbeing and interventions through a tracking system.

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- To attend meetings and engage in development activities/training as required by the school. Meetings will include case conferences and review meetings.
- To work as part of an integrated team and contribute to the objectives of the school and Academy Trust in respect of ensuring improved outcomes for children; including improved attendance.
- As part of this team, use professional skills and knowledge to develop effective relationships with parents, families, children and young people and other partners.
- To undertake direct planning, carry a particular short term caseload and deliver agreed action plans with children and young people in school or other settings as required by the role.
- Participate in and contribute to the team around the family via:
 - attendance and contribution to meetings, conferences and other meetings, and where appropriate act as Lead Professional for identified individuals;
 - undertake work with pupils and report on progress and issues to such meetings, and undertake regular reviews of such work;
 - work with other colleagues within the school and Academy Trust and from external agencies and local authorities to plan and deliver appropriate intervention for pupils;
 - maintain effective core records in respect of individual caseloads.
- Where appropriate support and contribute to the delivery of specific programmes where this will impact upon young people directly.
- To develop and implement a range of targeted pupil interventions which will contribute to improved outcomes for the young person, and contribute to the school achieving their educational targets and objectives.
- In conjunction with the Assistant Headteacher, to lead on the development of policies and procedures in the areas of family support and safeguarding. To provide advice and guidance to the School's Senior Leadership Team and LAC on all aspects of family support and safeguarding.
- To monitor financial resources as required in line with financial regulations.
- To ensure that Safeguarding procedures are implemented appropriately and to contribute to meetings and any subsequent follow up.
- To supervise and direct the work of other pastoral staff as required.
- Contribute to the vision, ethos and aims of the school.
- To promote and implement the school's and Academy Trust Equality Policy in all aspects of employment and service delivery.
- To assist in maintaining a healthy, safe and secure environment and to act in accordance with the school's and Academy Trust policies and procedures.

General Information

The school will endeavour to make any reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but in consultation with you may be changed by the CEO to reflect or anticipate changes in Prosper Learning Trust priorities or the job commensurate with the job grade and title.

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PERSON SPECIFICATION – Pastoral Lead

Method of Candidate Assessment: A = Application
I = Interview
R = Reference
Q = Qualification

Essential	Desirable	Assessment
Skills, knowledge and aptitudes		
A clear understanding of the Pastoral Lead's role and the complexities of family dynamics	Understanding of specialist schools, barriers and curriculum	A/I/R/Q
Ability to motivate and enthuse young people	Knowledge of legal monitoring/ prosecution for non-attendance	A/I/R
Ability to establish professional relationships and work well as part of a team		A/I/R
Ability to act on own initiative		A/I/R
Good organisational and interpersonal skills		A/I/R
Good verbal and written communication skills		A/I/R
Ability to manage challenging behaviours of students		A/I/R
Flexibility and adaptability in order to be able to work and communicate with adults, parents and other external agencies		A/I/R
Ability to relate well to both children and adults		A/I/R
An understanding of the educational environment and teaching of pupils with emotional and mental health difficulties		A/I/R
Ability to communicate confidently to a variety of audiences		A/I/R
Ability to maintain accurate records		A/R
An understanding of assessment, recording and reporting processes		A/I/R
Qualifications and training		
4 GCSEs Grade A-C (or equivalent) including Maths and English	Further professional development in special needs education	A/Q
NVQ level 3 in Teaching Assistant or equivalent	Child Protection training	A/Q
Experience of working with Microsoft packages including word, excel and power point	Experience of using Bromcom or other School	A/I

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	Management Information System (MIS)	
Willingness to participate in relevant training and development opportunities	First Aid training or willingness to undertake appointed person certificate in First Aid	A/I
Experience		
Experience of supporting pupils in a pastoral role		A/I/R
Experience of working with children to promote inclusion, attendance and behaviour		A/I/R
Experience of working in an educational environment	Experience of working in an Academy / School environment	A/I/R
Experience engaging with families and/ or supporting parents/ carers	Experience of leading staff training and development	A/I/R
Experience of working with children to promote inclusion, attendance and behaviour	Experience of working in strategies partnership with other agencies or professionals to ensure the best outcomes for children and young people	A/I/R
Experience of working as part of an integrated team and contribute to ensuring improved outcomes for children		A/I/R
Demonstrate a track record of undertaking direct planning to carry a particular case load and deliver agreed action plans with children and young people		A/I/R
Experience of developing effective relationships, sometimes in challenging circumstances, with parents, families, children and young people		A/I/R
A detailed and comprehensive knowledge of safeguarding procedures with regards to children and young people		A/I/R
Personal qualities		
High expectations of pupil achievement	Work outside trust hours if needs arises	A/I/R
Ability to manage change and meet competing deadlines		A/I/R
Positive attitude to change		A/I/R
Calm, confident and professional manner		A/I/R
Highly motivated showing resilience, focus and reliability		A/I/R

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Ability to travel to Trust academy locations as required		A/I/R
Special requirements		
Enhanced DBS checked to work with vulnerable children	Current driving licence and use of own vehicle	A/ DBS Clearance
Ability to provide care and welfare to pupils including the administration of medication (when trained and competency achieved).	Mini-bus test passed	A/I/R
To support students into school and with break and lunchtime duties		A/I/R
Willingness to participate in out of school activities		A/I/R
Prepared to undertake ongoing professional development		A/I/R
Commitment to equal opportunities		A/I/R

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GILBERT WARD
ACADEMY



HARRY WATTS
ACADEMY



MARY ASTELL
ACADEMY

NBS
NEWCASTLE
BRIDGES SCHOOL



THOMAS BEWICK
SCHOOL



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