



**JOB TITLE:** Pastoral Lead - SCP  
**REPORTS TO:** Assistant Headteacher  
**BAND:** Grade D

### **JOB PURPOSE**

To work under the instruction/guidance of the AHT:

- To support in the safeguarding of children as a safeguarding level 3 trained colleague.
- To provide interventions and support to pupils with SEMH and BESD needs
- To support the teaching staff in working with disaffected children and those with social, emotional and behavioural difficulties.
- To play a proactive role in positive behaviour management as well as interacting with the children during extra-curricular times, encouraging them to participate in the social and academic life of the school.
- To ensure the school's behaviour policy and protocol is implemented and supported.
- To contribute to improved outcomes for individuals by demonstrating a reduction in behaviours of concern.
- To apply the positive behaviour support philosophy and work from a values-led, person-focused strength perspective in order to promote skills and strategies for independence.
- To champion positive behaviour support and to develop and share expertise with the pastoral team.
- To support the school's Behaviour Management Policy through the provision and protocols of the Behaviour Support Base in coordination with the AHT.
- To help raise pupils' standards of achievement and help enable them to become independent learners.

### **KEY CORPORATE ACCOUNTABILITIES**

- To actively promote the Trust's Equal Opportunities Policy and Diversity Strategy and observe the standard of conduct which prevents discrimination taking place.
- To maintain awareness of and commitment to the Trust's Equal Opportunity Policies in relation to both employment and service delivery.
- To fully comply with the Health and Safety at Work Act 1974 etc, the Trust's Health and Safety Policy and all locally agreed safe methods of work.
- At the discretion of the HR Director, such other activities as may from time to time be agreed consistent with the nature of the job described above.
- To work with colleagues to achieve service plan objectives and targets.
- To participate in Employee Development schemes and Performance Management and contribute to the identification of own team development needs

## **PRINCIPAL ACCOUNTABILITIES**

### **Support for Pupils:**

- To safeguard children as part of the safeguarding team in school
- Working alongside the school's safeguarding team, representing the school at formal and informal meetings and reviews, maintaining effective records and making necessary referrals to ensure the safety of children. Maintaining confidentiality
- Lead on the provision and delivery of interventions for pupils with SEMH and BESD in a proactive approach to improve outcomes and reduce negative issues in school
- Use behavioural skills/training/experience to support pupils
- Developing a mentoring relationship with pupils needing support. Mentoring, counselling and supporting pupils as appropriate.
- Maintaining daily contact with assigned pupils. Developing and training pupils to take on a peer mentoring role.
- Liaising with counselling services in school
- Assist with the development and implementation of Pastoral Support Plans as requested by AHT/HT
- Work with pupils on individual targets
- Liaising with parents and health workers regarding health/hygiene issues
- Involving/signposting parents to external agencies, such as the school nurse, PASS and Young Carers.
- Liaising with colleagues from other key stages and settings to provide a smooth transition between schools and phases for pupils
- Maintaining regular contact with parents and carers of identified pupils, to promote positive family support and involvement
- Be available and present in the building, for support with behaviour both in lessons and during break periods, and at the beginning and end of the day
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Have an oversight of medical needs across the school and co-ordinate the implementation of care plans.

### **Support for Families:**

- Engage with and support parents/carers of children to promote early intervention, high quality parenting (assertive, consistent, responsive and engaged) and identify where there are needs.
- Work alongside colleagues to identify and work with families in need of support i.e. senior leaders; attendance officer, and Behaviour support colleagues and SENDCo;
- Work in partnership with other agencies and providers to deliver a range of family learning provision in the school;
- To complete CAFs and other referral under the direction of the school's DSL and senior staff;
- To signpost parents/carers to the range of universal groups, supports, services and activities on offer, including Library services, out of school activities, adult college and web-based information i.e. health services, youth services and groups;
- Offer direct work to children as directed in order for them to succeed;

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- Actively promote parent and families' appreciation and participation in self development, learning and/or parenting programmes through a range of learning activities and education environments;
- Keep records and appropriate documentation pertaining to any contact and work with children, young people and families;

#### **Support for Teachers:**

- Assist in the recording of pupils' progress with regard to social, emotional and behavioural progress
- Contribute to the management of pupils' behaviour, both in the classroom and around the school, as required
- Provide support for learning activities
- Assist in the maintenance of a safe environment for pupils and staff
- Participate in off-site activities or other out of school activities as required

#### **Support for the School:**

- Ensure children protection and behaviour records are accurate and complete
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- To make MASH referrals under the direction of the DHT/HoS
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime, if required and in agreement with line manager.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- To promote equal opportunities at all times
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher and senior leaders, to support achievement and progress of pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Be willing to undertake first aid training and once qualified to administer first aid to staff and pupils
- Any other duties which may reasonably be requested by the Head of School to ensure the smooth running of the school

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time-to-time. Any such duties should not, however, substantially change the general character of the post.



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***This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

I confirm that I have read and understood, and that I accept, the above job description:

Signature : ..... Date: ..... Name in full  
.....

**Person Specification**

<b>General heading</b>	<b>Detail</b>	
<b>Qualifications &amp; Experience</b>	Specific qualifications & experience	An excellent knowledge of working with children of a primary school age. Experience of working with children and young people for a minimum of three years across a range of ages including EYFS. Ability to organise own workload and demonstrate, initiative and creativity. Level 3 Safeguarding trained.
	Knowledge of relevant policies and procedures	Basic knowledge of First Aid and understanding of the School Knowledge of relevant school policies for example Child Protection, Health and Safety and Equal Opportunities.
	Literacy	Good reading and writing skills
	Numeracy	Good numeracy skills
	Technology	Knowledge of basic ICT to support learning To have a good working knowledge of applications including SIMS, Microsoft word and Excel.
<b>Communication</b>	Written	Experience of producing accurate and up-to-date records and reports as required. Experience of developing efficient record keeping systems.
	Verbal	Ability to communicate with a range of audiences including other employees within the school, pupils and parent.



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		Ability to listen effectively
	Languages	Experience of enabling children and young people to overcome barriers to learning and achievement.
	Negotiating	Experience of supporting and engaging children and young people in order to ensure access to the whole curriculum.
<b>Working with children</b>	Behaviour Management	Understand and implement the school's behaviour management policy Ability to respond proactively to unexpected problems and situations.
	SEN	Ability to understand and support children with developmental difficulty or disability
	Curriculum	Good understanding of the school curriculum Knowledge of literacy/numeracy strategies
	Child Development	Good understanding of the general aspect of child development Ability to assess progress and performance
	Health & Well being	Understand and support the importance of physical and emotional wellbeing
<b>Working with others</b>	Working with partners	Understand the role of others working in and with the school Understand and value the role of parents and carers in supporting children
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Team work	Ability to work effectively with a range of adults
	Information	Know when, how and with whom to share information Ability to show sensitivity and objectivity in dealing with confidential issues. Ability to follow instructions accurately
<b>Responsibilities</b>	Organisational skills	Good organisational skills Ability to remain calm under pressure
	Line Management	Ideally have experience of managing other people. Experience of identifying work priorities and managing own workload to meet deadlines whilst monitoring the workload of others for whom they may be responsible.
	Time Management	Ability to manage own time effectively
	Creativity	Demonstrate creativity and an ability to resolve routine problems independently
<b>General</b>	Equalities	Awareness of and commitment to equality
	Health & Safety	Basic understanding of Health & Safety
	Child Protection	Understand and implement child protection procedures



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	Confidentiality/Data Protection	Understand procedures and legislation relating to confidentiality
	CPD	Be prepared to develop and learn in the role