

Post title Pastoral Leader

Salary and grade: NJC 27-31

Line manager/s: Headteacher



Main purpose of the job:

- ✓ To lead on behaviour policy and practice in partnership with 2 other Pastoral Leaders
 - ✓ To develop and implement systems which enable progress in emotional, social development and support mental health needs as outlined in EHCP.
 - ✓ Develop detailed and specialist knowledge in particular areas and train and support others in their understanding and development.
 - ✓ Be able to develop and lead some classroom learning linked to social and emotional development.
 - ✓ The primary focus will be to maintain a calm and orderly climate for learning across school
 - ✓ Develop training and support parents and staff to be well equipped to understand their child's needs.
 - ✓ Be able to support with training external to the school in specialists' areas.
 - ✓ Provide support in addressing the individual needs of pupils through action plans as well as using data to inform whole school action.
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Key duties and responsibilities

Responsible for:

- To lead on behaviour policy and practice in partnership with 2 other Pastoral Leaders
- To develop and implement systems which enable progress in emotional, social development and support mental health needs as outlined in EHCP.
- Develop detailed and specialist knowledge in particular areas and train and support others in their understanding and development.
- Be able to develop and lead some classroom learning linked to social and emotional development.
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- Develop training and support parents and staff to be well equipped to understand their child's needs.
- Be able to support with training external to the school in specialists' areas.
- Provide support in addressing the individual needs of pupils through action plans as well as using data to inform whole school action.

Support for Pupils

- Use specialist (de-escalation / trauma / positive behaviour support / relational approach) skills/ training/ experience to support pupils.
- Assist with the development and implementation of Individual pupil profile's and risk assessment's
- Establish productive working relationships with pupils, acting as a role model and ensuring high expectations amongst all staff

- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote and support self-regulation, co-regulation and employ strategies to positively re-enforce successful regulation
- Provide feedback to pupils in relation to progress, achievement, behaviour and attendance.
- Provide pastoral support to pupils.
- Receive and supervise pupils not regulated enough to return to learning, or not working to, a normal timetable.
- Attend to pupil's personal needs and provide advice to assist in their social, health and hygiene development.
- Participate in comprehensive assessment of pupils to determine those in need of particular help.
- Facilitate targeted interventions
- Develop 1:1 mentoring arrangement with pupils and provide support for distressed pupils.
- Promote the speedy/ effective transfer of pupils across phases/ integration of those who have been absent.
- Provide information and advice to enable pupils to make choices about their own learning/ behaviour/ attendance.
- Challenge and motivate pupils, promote and reinforce self-esteem.

Support for the Teacher

- Work with all teachers to establish appropriate learning environments.
- Work with all teachers and other staff in lesson planning, evaluating and adjusting lessons/work plans and classroom environments as appropriate in line with supporting behaviour and pastoral needs of pupils
- Be responsible for maintaining and updating records, information and data as agreed with school leaders, contributing to reviews of systems/ records as requested and producing analysis and reports as required.
- Promote and ensure health and safety, positive values, attitudes and good pupil engagement and regulation dealing promptly with conflict and incidents in line with established policy.
- Liaise sensitively and effectively with parents/ carers as agreed within your role/responsibility and participate in feedback sessions/ meetings with parents with, or as directed.
- Establish constructive relationships with parents/ carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Create and maintain purposeful, orderly and productive working environments.

- Assist in the development of lesson/ work plans to develop social and emotional skills.
- Contribute to planning and where required lead on the development and organisation of systems/ procedures linked to behaviour.
- Liaise with SENCO to support transitions into schools ensuring plans and risks are in place.
- Support pupils' access to learning by facilitating therapeutic interventions and advising staff teams.
- Develop and implement appropriate behaviour management strategies and monitoring of systems relating to attendance and integration.
- Provide general clerical/ admin support e.g. dealing with correspondence, compilation/ analysis/reporting on attendance, exclusions etc, making phone calls, dealing with complaints
- Quality Assure all recording and systems linked to behaviour, home school, communication on behaviour and be able to feed findings into CPD plans.

Safeguarding and Child Protection

- Communicating effectively with appropriate agencies with regard to individual safeguarding concerns
- Making referrals to appropriate agencies (e.g. social care) if appropriate
- Supporting multi agency meetings by providing key information and reports
- Ensuring that appropriate records are maintained for all areas of safeguarding and child protection
- Maintaining and developing school systems and organisation regarding safeguarding and child protection in line with best available practice and legal requirements
- Attending training as directed in order to ensure up to date knowledge and skills

Support for the Curriculum

- Help pupils to access learning activities through specialist support.
- Determine the need for, prepare and maintain general and specialist equipment and resource to support effective behaviour
- Provide specialist advice and guidance as required.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

Support for the school

- Develop and ensure compliance with policies and procedures relating behaviour.
- 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 and be part of the leadership team.
- Establish constructive relationships and communicate with other agencies to support achievement and progress of pupils.
- Attend, lead and participate in regular meetings and briefings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate, particularly with regard to behaviour management
- Supervise pupils on visits, trips and out of school activities as required.

Support for Parents & Families

- Effective communication with parents, families and other stakeholders to ensure an accurate understanding of school attendance and performance
- Represent the school at professionals' meetings
- Ensure high quality communications celebrating improvement as well as addressing challenge
- Support families in ensuring effective parenting and decision making at home, and signpost where additional support may be required
- Provide training, signposting and support around behaviour and need

General

- To undertake any other duties, commensurate within the grade, at the discretion of the Principal
- Be familiar and comply with all relevant Health and Safety, Operational, Personnel, Child Protection
- To develop & promote high standards throughout the School.

Other

- Ensure equality of opportunity is afforded to all persons both internal and external to the authority, actively seeking to eliminate any direct or indirect discriminatory practices/behaviour.
- Deliver specialist behaviour training/support beyond own setting as directed by leadership.

Additional duties:

As appropriate, the post holder's duties must be carried out in compliance with the following:

- Equal Opportunities Policy and Strategy;
- Information and Data Security Policies;
- ESFA's Financial Regulations as set out in the Academy Handbook;
- Health and Safety at Work Act (1974) (and subsequent health and safety legislation);
- Data Protection Act 2018;
- Information Records Management Toolkit for Schools.

These duties and responsibilities should be regarded as neither exclusive nor exhaustive as the post holder may be required to undertake other reasonably determined duties and responsibilities, commensurate with the grading of the post, without changing the general character of the post.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding

Nexus MAT is committed to safeguarding and promoting the welfare of children and young people. The highest priority must be given to following the guidance and approaches to safeguard children and follow all safeguarding procedures outlined by the MAT and member schools.

Person Specification

		Essential	Desirable
Qualifications & Skills	NVQ Level 3 or equivalent	•	
	GCSE's or equivalent in Maths and English, grade C or above / 4-9 / equivalent	•	
	First Aid at work		•
	Qualifications in aspects of SEN specific provision e.g. Team Teach, Positive behaviour management		•
Knowledge & Experience	Experience of working with one or more pupils with SEN in a substantive post in a mainstream or special school	•	
	Experience of working with students with SEMH and ASD	•	
	Experience of Physical Intervention & De-escalation techniques.	•	
	Experience of working in special schools with a range of pupils with SEN		•
	Experience of leading learning with groups of pupils		•
	Knowledge and experience of strategies to oversee and promote pastoral wellbeing, demonstrating expertise in approaches such as Zones of Regulation, restorative practices, trauma-informed care and other behaviour related therapies.	•	
	Have experience of delivering classroom learning that supports students' social and emotional development, fostering a positive and inclusive environment	•	
	Experience of having responsibility for leading on Social, Emotional, and Mental Health (SEMH) pastoral care initiatives within a school setting.	•	
		•	

		Essential	Desirable
Personal Effectiveness	An understanding of delivering targeted support to students with SEMH needs, ensuring interventions are adapted to individual requirements.		
	Ability to develop strong, trusting relationships with students and their families, fostering a supportive and inclusive environment.	•	
	Interpersonal skills which facilitate positive professional relationships with young people and multi-disciplinary teams	•	
	Experience of informing and implementing behaviour policy and practice, to foster a positive school environment.		•
General	Ability to oversee key aspects of school operations and contributions to strategic priorities within the school development plan, ensuring alignment with the school's vision and goals.		•
	Ability to continuously assess the impact of SEMH interventions, using evaluation methods to refine and adapt approaches for maximum effectiveness.	•	
	To create and implement individual action plans tailored to pupil needs leveraging data-driven insights to shape broader whole-school strategies.	•	
	To establish and oversee systems that support emotional and social development, ensuring alignment with mental health provisions outlined in Education, Health and Care Plans (EHCPs).		•
	Provide guidance and support to staff in effectively understanding and addressing Social, Emotional, and Mental Health (SEMH) challenges within the classroom	•	
	Design and implement training programmes that equip parents and staff with the necessary skills and understanding to support children's needs effectively.		•

		Essential	Desirable
	Deliver specialist training to external organisations, sharing best practices beyond the school setting.		•
	Assist in the performance management of support staff, ensuring high standards in pastoral care and student well-being		•
	Promote and sustain a calm, structured, and engaging atmosphere across the school to enhance learning and well-being.	•	
	Keep detailed and up-to-date records to monitor student progress, using data to identify areas for development and inform targeted support strategies.	•	
	Build expertise in specialist areas, delivering training and ongoing development opportunities to enhance staff knowledge and confidence.	•	