Pastoral Lead

Job Description

Purpose of the Role

We are looking for an experienced individual who is passionate about making a difference to our children. The role is key in our personal development approach. It will include proactive intervention, building high-quality relationships and communication with children, families and agencies, and maintaining strong pastoral systems across the school. You will support the school in raising standards of attendance, behaviour, welfare and safeguarding ensuring that every pupil is safe, supported and able to learn effectively.

Key Responsibilities

Behaviour

- Work closely with pupils, families and staff to promote positive behaviour and emotional regulation.
- Identify inappropriate behaviour patterns and contribute to sustainable solutions.
- Monitor and report behaviour concerns for identified pupils in line with school procedures.
- Assist in preparing reports and information for external agencies involved in behaviour or safeguarding.
- Support pupils with additional needs, anxiety or other difficulties, contributing to one page profiles or PEPs where required.
- Use data to link behaviour trends with attendance, progress and wellbeing.
- Maintain accurate behaviour, SEN and child protection records in agreed formats.

Welfare

- Monitor pupil welfare and identify pupils experiencing emotional, social or home-related difficulties.
- Liaise with SENCO, Deputy headteacher, Headteacher and external agencies to ensure appropriate support is provided.
- Identify and escalate child protection concerns through designated safeguarding procedures.

- Maintain strict confidentiality and professional discretion in all matters relating to pupils, families and staff.

Contracts and Relationships

- Serve as a consistent and trusted contact for families and external agencies.
- Build positive, effective relationships between the school, home and outside agencies to support pupil wellbeing.
- Ensure timely communication and feedback to the Headteacher regarding safeguarding or welfare concerns.

Support for Attendance, Behaviour and Safeguarding

- Track and monitor pupil attendance and punctuality ensuring concerns are identified and addressed promptly.
- Promote, monitor and manage the school's behaviour and reward systems to encourage high standards.
- Respond to behaviour or safeguarding concerns, ensuring appropriate follow-up and communication.
- Maintain accurate behaviour and incident records for lessons, unstructured times and around the school.
- Provide a visible presence across the school to support staff in managing behaviour, safeguarding and attendance effectively.
- Communicate with parents/carers as required, including attendance at meetings and events to discuss attendance and punctuality.
- Ensure behaviour plans, safety plans and positive handling documentation are followed, implemented and appropriately recorded.
- Support parents/carers in addressing emerging behaviour patterns and strengthening home–school relationships.
- Contribute to targeted intervention programmes for individual pupils and groups to improve behaviour and attendance.
- Take actions to ensure effective safeguarding of all pupils, escalating concerns appropriately.
- Work collaboratively with admin, the DSL, SENCO and wider teams to ensure pupil needs are understood and met.
- Liaise with external agencies—such as SEN teams, social care, attendance services and to support pupils experiencing difficulties.
- Share key information about pupils with relevant staff to ensure consistent support and early intervention.
- Contribute to student leadership and pupil voice activities to strengthen inclusion and pastoral provision.

- Carry out required actions linked to behaviour, attendance, and safeguarding in a role as deputy safeguarding lead.
- Track and monitor behaviour, attendance and safeguarding trends to inform interventions and planning.
- Support consistency in applying the School Behaviour and Attendance Policies, including contributing to the coordination of internal or external exclusions.
- Promote and facilitate pupil engagement in school activities and events, including family engagement opportunities.
- Organise and promote reward activities across the designated key stage/pathway.
- Deliver or support targeted SMSC/PSHE intervention sessions for identified pupils including lunchtime provisions.

Summary of Responsibilities and Personal Duties

- Act as a key point of contact between families and external agencies (e.g., social care, health and psychology services).
- Model positive relationships built on fairness, consistency and high expectations.
- Promote and safeguard the welfare of all pupils in line with statutory and school procedures.
- Maintain well-organised, confidential records of interventions, support work and safeguarding actions.
- Monitor attendance and punctuality across the school and contribute to whole-school systems that support improvement.
- Assist the Headteacher, SENCO and staff in SEN, child protection and multi-agency processes.
- Uphold and promote the school ethos and adhere to policies related to inclusion, behaviour, anti-bullying (including online safety), equality, child protection, data protection and confidentiality.
- Liaise with feeder schools and relevant agencies to gather information, ensuring smooth transitions and accurate reporting.
- Work within agreed deadlines, providing reports for meetings as required.

Attendance and Punctuality

- Monitor pupil attendance and punctuality daily, supporting class teachers with implementing attendance procedures.
- Work with families, staff and external partners to reduce barriers to attendance for targeted pupils.
- Support the development of incentives and systems that reward excellent attendance and punctuality.
- Complete administrative tasks related to attendance, including phone calls, correspondence, and data compilation.

Work Demands

- Prioritise workload, manage time effectively and meet weekly and statutory deadlines.
- Adapt quickly to emerging issues or pastoral situations that arise daily in a school environment.
- Handle and store confidential documentation securely and in accordance with school policy.

CRITERIA	**Experience, Qualifications and Training:** On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:

ESSENTIAL	DESIRABLE
• Experience of working with young people aged 4–11 • Understanding of Keeping Children Safe in Education • Relevant NVQ Level 4 qualification or equivalent experience • Evidence of regular professional development	• Contribution to/leadership of a project or initiative • Supervisory experience • Relevant degree • Counselling or Mentoring qualification (Level 2) or willingness to work toward • UK driving licence

CRITERIA	**Ability, Skills and Knowledge:** In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:

ESSENTIAL

- Understanding of relevant legislation
- Understanding of inclusion, behaviour and attendance issues
- Knowledge of pupil behaviour management
- Understanding of primary phase challenges
- Understanding of teaching/learning strategies and pastoral impact
- Knowledge of monitoring, evaluation and review processes

CRITERIA	**Personal style and behaviour:** In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:

ESSENTIAL

- Ability to build effective relationships sensitively
- Commitment to promoting a positive school ethos
- High-quality people skills
- Understanding of school improvement impacts
- Ability to use initiative to resolve issues
- Commitment to collaboration across phases
- Ability to use ICT competently
- Very good organisational skills
- High level communication skills
- High commitment, enthusiasm and motivation
- Ability to influence and engage parents/carers
- ELSA qualification (desirable)