

# Pastoral Lead

St John the Baptist CofE Primary  
School,  
Hawthorn Bank,  
Spalding,  
Lincolnshire,  
PE11 1JQ



## Job Description

### Purpose of the Role

To provide high-quality pastoral care and support to pupils and their families, ensuring every child feels safe, valued and able to achieve their full potential. The Pastoral Lead will play a key role in promoting emotional wellbeing, safeguarding, and positive behaviour across the school, working closely with staff, parents, and external agencies to remove barriers to learning and inclusion.

### Key Responsibilities

#### **Pupil Support and Wellbeing**

- Provide daily pastoral support to pupils, responding to emotional, social and behavioural needs in a calm, caring and consistent manner.
- Develop trusting relationships with pupils, acting as a key adult for those who need additional nurture or mentoring.
- Lead and deliver small-group or 1:1 interventions focused on social, emotional and mental health (SEMH).
- Support pupils to develop positive friendships, resilience, and strategies for managing emotions and behaviour.
- Promote restorative approaches to conflict resolution, encouraging empathy and understanding among pupils.

#### **Safeguarding and Child Protection**

- Act as Deputy Designated Safeguarding Lead (DDSL), supporting the Headteacher and DSL in all aspects of safeguarding and child protection.
- Monitor and respond to safeguarding concerns promptly and appropriately, maintaining accurate and confidential records.
- Liaise with parents, carers, and external professionals (social care, health, early help, etc.) to ensure coordinated support for vulnerable pupils.
- Attend multi-agency meetings and, where appropriate, act as Lead Professional for Team Around the Child (TAC) or Early Help cases.

#### **Mental Health and Wellbeing Leadership**

- Lead the school's approach to mental health and emotional wellbeing, developing initiatives and interventions that support pupils and staff.
- Work alongside SLT to embed a whole-school culture of wellbeing, inclusion and emotional literacy.
- Coordinate support for pupils experiencing mental health challenges, liaising with specialist services when needed.
- Support the delivery of wellbeing activities, assemblies, and awareness campaigns throughout the year.

#### **Family and Community Engagement**

- Build strong, positive relationships with parents and carers, offering guidance and signposting to appropriate support services.
- Facilitate early help and family support initiatives to improve attendance, engagement and outcomes for pupils.
- Work with families to overcome barriers to learning, attendance and behaviour, promoting positive home-school partnerships.

#### **Teamwork and Professional Development**

- Work collaboratively with teachers, teaching assistants and senior leaders to ensure pastoral needs are understood and met.
- Contribute to staff training and awareness sessions on safeguarding, behaviour, and mental health.
- Participate in supervision and ongoing professional development to enhance skills and knowledge related to pastoral care.

#### **Personal Qualities and Skills**

- Warm, approachable and empathetic, with a genuine passion for supporting children and families.
- Excellent communication and interpersonal skills, with the ability to build trust and positive relationships.
- Strong organisational skills and the ability to manage sensitive situations calmly and professionally.
- Knowledge and understanding of safeguarding, child protection and early help processes.
- Commitment to the school's ethos and values, promoting inclusion, wellbeing and high aspirations for all pupils.
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#### **We Offer:**

- A nurturing, inclusive and values-led school community.
- Supportive colleagues and a leadership team committed to wellbeing and professional growth.
- Opportunities for continued training in SEMH qualifications, safeguarding, mental health, and restorative practice.
- The chance to make a real difference in the lives of children and their families every day.

# Person Specification

## Qualifications & Training

Criteria	Essential	Desirable
Relevant qualification in education, social care, youth work, counselling or related field (Level 3 or above).		
Evidence of ongoing professional development relevant to the role (e.g. safeguarding, mental health, behaviour support).		
Designated Safeguarding Lead (DSL) or Deputy DSL training (or willingness to complete).		
First Aid and/or Mental Health First Aid qualification.		
Qualification in TEAM Teach.		

## Experience

Criteria	Essential	Desirable
Experience of working with children and families in an educational, pastoral or social care setting.		
Experience of supporting children with social, emotional and mental health (SEMH) needs		
Experience of working effectively with outside agencies and professionals to support children and families.		
Experience of implementing early help, child protection or safeguarding procedures.		
Experience of leading small group or 1:1 interventions.		
Experience of working within a primary school environment.		

## Knowledge & Understanding

Criteria	Essential	Desirable
Understanding of safeguarding and child protection policies and procedures.		
Awareness of factors affecting children's development, behaviour and emotional wellbeing.		
Understanding of the principles of restorative practice and trauma-informed approaches		
Knowledge of local support services and agencies available to families.		
Understanding of confidentiality, professional boundaries and data protection requirements.		
Knowledge of school systems and pastoral frameworks (e.g. behaviour, attendance, wellbeing).		

## Personal Attributes

Criteria	Essential	Desirable
Warm, approachable and compassionate manner.		
Committed to promoting inclusion, equality and wellbeing for all pupils.		
Reflective and open to feedback, with a commitment to personal and professional growth.		
Flexible and adaptable, with a willingness to take initiative and respond to emerging needs.		
A team player with a positive attitude and a sense of humour.		
Commitment to the ethos, values and vision of a caring, child-centred primary school.		

## Skills & Abilities

Criteria	Essential	Desirable
Ability to build trusting relationships with children, families and colleagues.		
Excellent communication, listening and interpersonal skills.		
Ability to manage sensitive and confidential information appropriately.		
Strong organisational and time management skills, with the ability to prioritise effectively.		
Ability to remain calm, positive and solution-focused under pressure.		
Competent in using ICT for record keeping, communication and monitoring (e.g. CPOMS, MS Office).		
Ability to model empathy, patience and emotional resilience.		