

Pastoral Lead Job Description



Role Title: Pastoral Leader (SEMH, Attendance and Behaviour Lead)

Contract: Permanent, term time only +1 week

Grade: NJC Grade 5, SCP 15

Hours: 37 hours per week

Base: Two small infant and nursery schools (ages 2–7); regular presence on both sites

Reports to: Headteacher and Executive Headteacher

Core Purpose

To lead high-quality pastoral provision across two infant and nursery schools, with a strategic focus on:

- **SEMH support** that removes barriers to pupils' learning and well-being.
- **Family engagement** that builds trust and improves outcomes.
- **Attendance**—daily monitoring, analysis, early intervention, and sustained improvement, including persistent/severe absence.
- **Behaviour leadership**—high expectations, consistent routines, and positive relationships, ensuring pupils are safe and feel safe.

This role upholds a culture where safeguarding is everyone's responsibility, enables effective multi-agency work, and ensures systems are confidently and consistently applied.

Key Responsibilities

1) Safeguarding Culture and Compliance (DDSL)

- Champion an open safeguarding culture across both schools; ensure pupil voice is heard—including pupils educated off-site or part-time.
- Act as DDSL: triage concerns, make timely referrals (MASH/Starting Point), liaise with social care and the virtual school for looked-after/previously looked-after children.
- Maintain accurate, secure records on the school's safeguarding/behaviour system; ensure confidentiality and information-sharing comply with statutory guidance.
- Lead/coordinate Early Help, Child in Need, Child Protection, and other multi-agency plans; review impact and escalate when needed.
- Support safer recruitment processes; contribute to induction and regular updates for staff in KCSIE and the Prevent Duty.
- Support leaders in learning from cases/incidents and reviewing systems to improve practice.
- Attend relevant networks as required and cascade information to staff.

2) SEMH and Inclusion (Graduated Approach)

- Lead a graduated approach to SEMH: early identification, assess–plan–do–review cycles, personalised interventions, reasonable adjustments.
- Collaborate with the SENCo (who holds statutory authority) to align SEMH provision and ensure coherence with SEND pathways, EHCP processes and local area partnership strategies.
- Use evidence (including specialist advice) to inform Pupil Premium and targeted SEMH approaches; plan, deliver, monitor impact on attendance, behaviour, engagement and progress.

3) Attendance Leadership

- Lead whole-school attendance strategy across both sites: maintain a robust attendance dashboard, analyse patterns/trends for groups and individuals, and drive early intervention.
- Coordinate targeted plans for persistent and severely absent pupils; address barriers with families through restorative and practical support, including home visits.
- Ensure appropriate reasonable adjustments for disadvantaged pupils, those with SEND, known to children's social care, and other vulnerable cohorts (e.g., young carers).
- Ensure reduced timetables and associated record keeping are fully compliant with Local Authority guidelines.
- Work with the Local Authority/Education Welfare Service and external partners; maintain clear escalation routes and legal compliance (including for children who are deregistered and electively home educated).

4) Behaviour and Attitudes (Behaviour Lead)

- Lead the behaviour culture: high expectations, explicitly taught routines, consistent adult practice and role modelling.
- Ensure staff apply rules and sanctions fairly and effectively; embed restorative and relational approaches that build pupils' self-regulation.
- Oversee behaviour recording and analysis; identify triggers, implement targeted support, and report impact to leaders and governors.
- Ensure incidents of bullying, discrimination, harassment, derogatory language, and violence (including child-on-child) are prevented, addressed swiftly, recorded and reviewed.

5) Family and Community Engagement

- Build trusting relationships with families; provide accessible routes to support; run parent workshops (attendance, routines, RSHE, online safety, sleep, anxiety, speech & language, etc.).
- Use Early Help effectively; chair/attend TAF meetings; coordinate multi-agency input to reduce barriers to education and well-being.

6) Personal Development, RSHE & Safeguarding Education

- Contribute to a coherent personal development programme (including RSHE/RHE) that teaches children how to stay safe and seek help.

- Promote understanding of fundamental British values, protected characteristics (age-appropriate), and cultural diversity.
- Track participation in wider opportunities; remove barriers so that vulnerable learners access and benefit from enrichment.

7) Alternative Provision (where applicable)

- Ensure any AP is commissioned appropriately, monitored for attendance, quality and welfare; maintain regular reviews and reintegration planning.

8) Staff Development and Supervision

- Provide staff with coaching, modelling and training on SEMH, behaviour, attendance, safeguarding and graduated responses.
- Contribute to induction and routine supervision for relevant staff; quality-assure practice through learning walks, case audits and feedback.

9) Policies, Systems and Governance

- Keep safeguarding, behaviour, attendance and inclusion policies clear, accessible and under review; evaluate impact and recommend improvements.
- Prepare concise reports for SLT and governors with trends, case studies and impact evidence across both schools.

Professional Duties

- Uphold safeguarding and child protection at all times; comply with KCSIE (current version) and Prevent Duty.
- Promote equality, inclusion and the rights of the child.
- Undertake CPD to maintain up-to-date knowledge of SEMH, attendance, behaviour and safeguarding.
- Travel between sites as required.

Person Specification

E = Essential | D = Desirable

Qualifications & Training

- Educated to degree level **(E)**
- Designated/Deputy DSL training (or willingness to complete immediately) **(E)**
- Safeguarding/child protection and Prevent Duty training (recent) **(E)**
- Training in SEMH approaches (e.g., ELSA, Thrive, Nurture, Boxall, Emotion Coaching) **(D)**
- Behaviour de-escalation/restorative practice; positive handling training (e.g., Team-Teach) **(D)**
- Attendance/legal framework training **(D)**

Experience

- Supporting pupils with SEND (especially SEMH) within a graduated approach **(E)**
- Leading or coordinating pastoral/SEMH provision in a school or children's services context **(D)**
- Leading behaviour culture, case management and analysis **(D)**
- Multi-agency working: Early Help, CIN/CP, LAC/PLAC and virtual school liaison **(D)**
- Planning, delivering and evaluating targeted interventions **(D)**
- Training/coaching staff and engaging parents/carers **(D)**
- Experience across EYFS/KS1 phases **(D)**

Knowledge

- Strong understanding of safeguarding, including KCSIE, Working Together, Prevent Duty, information sharing and safer recruitment principles **(E)**
- Knowledge of child-on-child abuse, bullying, discrimination and protected characteristics, and effective responses **(E)**
- Evidence-informed approaches to SEMH, attendance improvement, and positive behaviour **(E)**
- Understanding of SEND Code of Practice, graduated response, and partnership working with SENCO **(E)**
- Awareness of Pupil Premium strategy and measuring impact **(D)**

Skills and Abilities

- Builds trusting relationships with pupils and families; culturally competent and trauma-informed **(E)**
- Skilled in assessment, planning and reviewing targeted support; writes clear plans and reports **(E)**
- Data literate: analyses attendance/behaviour trends; uses dashboards to target and evaluate interventions **(E)**
- Excellent communication—clear, compassionate, and appropriately assertive with families and partners **(E)**
- Calm de-escalation and restorative conversation skills; models positive language and routines **(E)**

- Strong organisation across two sites; manages a dynamic caseload and competing priorities **(E)**
- Confident with safeguarding/attendance systems (e.g., MIS and digital recording platforms) **(E)**

Personal Attributes

- Child-centred, reflective, resilient and solution-focused **(E)**
- High professional standards: integrity, discretion and emotional intelligence **(E)**
- Commitment to equity, inclusion and early intervention **(E)**
- Willingness to undertake ongoing CPD and supervision **(E)**

Additional Requirements

- Enhanced DBS with children's barred list check **(E)**
- Ability to work flexibly across two sites; occasional out-of-hours meetings **(E)**
- Valid driving licence and access to transport (or ability to travel between sites) **(E)**