



PASTORAL SUPPORT ASSISTANT

Permanent Contract

"Excellence Every Day"

Our mission is to ensure that every student, regardless of their background or circumstances, discovers their personal best and thrives academically, individually, and socially. We are committed to maintaining the highest standards of behaviour and academic achievement and ensuring that all students experience exceptional pastoral care. Through continuous improvement, we aim to support students in reaching their full potential while promoting respect, responsibility, and high expectations across the school.

Grade: G

Responsible to: Deputy Headteacher

Immediate Line Manager: Pastoral Support Manager

MAIN JOB PURPOSE

To support students in raising achievement and overcoming barriers to learning, with a further focus on one of the areas outlined below. The postholder will be expected to work 37 hours per week, 41 weeks per year – term time including training days, plus an additional 2 weeks to be worked as agreed with your line manager.

KEY TASKS

Depending on the identified needs of the school, your specific role will be in one of the following 3 focus areas.

1. Focus Areas: improving behaviour and promoting a positive school environment

- To proactively manage and address behavioural issues of both identified students and the wider student body, ensuring that behaviour is consistently aligned with school expectations. This will include working closely with students 'on report' and identifying strategies for positive behavioural change.
- To support the implementation of the school's Behaviour for Learning Policy, including both rewards and sanctions. The postholder may be required to spend time working alongside staff in the Pastoral and Behaviour Support Centre to deliver behaviour interventions.
- To act as a mentor to students facing behavioural challenges, offering guidance and support. Monitor and review the progress of students and provide reports on their behaviour and improvement.
- Working closely with the pastoral support manager and year leaders and assistant year leaders to identify students who require specific behaviour support. To liaise with external agencies where needed to ensure students receive the right help and timely intervention.



- To help build a culture of respect and responsibility by promoting positive behaviour in all aspects of school life, from academic settings to social interactions.
- To work with the SENCo and ILD team to ensure that behaviours linked to SEND needs are identified and given appropriate support and intervention.
- Working alongside the attendance team to encourage and lead interventions to promote high attendance, as there is a strong link between attendance and good behaviour. Actively support the development of strategies to improve student behaviour through better engagement with school activities.
- To coordinate additional internal support programmes for students, such as anger management and peer mentoring.
- To maintain up-to-date records on students and to contribute to recording and reporting procedures.
- To provide primary First Aid, e.g. to students feeling unwell and those with minor injuries and be first responders where needed to accidents and first aid emergencies on site, and whilst waiting for emergency services, if called.
- To keep up-to-date records in relation to first aid activities and contact parents and carers as needed.
- To coordinate additional internal support programmes for students, including anger management and peer mentoring, that aim to improve emotional regulation and reduce behavioural incidents.
- To develop and implement programmes that help students understand the consequences of their actions and encourage positive behaviour choices. This may include working with individual students or small groups to address behavioural patterns.

2. Focus Areas: mental health and emotional well-being

- To prioritise and organise pastoral support for students with mental health and emotional wellbeing needs, ensuring that these students have the resources and strategies in place to thrive both academically and socially.
- To work alongside Year Leaders to identify students who may need additional mental health support and develop tailored strategies to support their needs.
- To support the emotional and mental well-being of students by offering one-to-one or small group mentoring sessions. This includes identifying when students may require referral to external support services and collaborating with the Senior Mental Health Lead, Safeguarding Lead, school SENCo and outside agencies to ensure the best possible support.



- To work closely with the Attendance Team to address and support students whose mental health or emotional well-being may be affecting their attendance. This includes leading interventions and monitoring progress to improve attendance while ensuring that the mental health needs of students are being met.
- To manage students 'on report' for emotional issues and behaviours linked to mental health needs within a specified group, ensuring that appropriate support and interventions are in place to address their mental health and wellbeing challenges. Regular reviews of their progress and mental health needs will be conducted.
- To build strong, collaborative relationships with students' families, ensuring that communication is clear regarding any mental health concerns and the strategies in place to support the students. This may include supporting family engagement in accessing additional services or mental health resources.
- Working alongside and under the guidance of the Senior Mental Health Lead, to support the implementation of the school's Behaviour for learning Policy and Mental Health strategy, ensuring that students with mental health challenges are appropriately supported and that positive mental health is promoted across the school. The postholder may assist in the Pastoral and Behaviour Support Centre as needed, working with staff to implement strategies that address both behaviour and mental health.
- To coordinate and deliver internal support programmes focused on mental health, such as stress management, mindfulness, and emotional regulation. Additionally, the postholder will work with peer mentoring programmes that support student mental health and foster positive relationships.
- To track and monitor the progress of students receiving mental health support, ensuring that regular reports are shared with Year Leaders, the Safeguarding Lead, and other relevant staff members. Provide feedback on the effectiveness of interventions and make recommendations for further support where necessary.
- To assist in identifying and supporting students who are disengaged due to mental health issues. This may involve working with the Attendance Team and Year Leaders to develop tailored interventions that address both mental health and academic engagement.
- To prepare documentation and take minutes at meetings related to mental health, including parental meetings, meetings with external agencies, and in-school consultations. Ensure that records are kept up-to-date and follow up on actions as required.
- To provide immediate support for students in crisis, offering first-line intervention and support while ensuring that students are referred to the appropriate mental health professionals or external agencies when necessary.
- Working with the school's Senior Mental Health Lead to actively promote awareness of mental health and emotional wellbeing within the school community, working alongside other staff to develop initiatives that encourage students to talk openly about their mental health.



- To maintain up-to-date records on students and to contribute to recording and reporting procedures.
- To provide primary First Aid, e.g. to students feeling unwell and those with minor injuries and be first responders where needed to accidents and first aid emergencies on site, and whilst waiting for emergency services, if called.
- To keep up-to-date records in relation to first aid activities and contact parents as needed.

3. Focus Areas: Supporting Families

- To develop supportive relationships with students and their families, identifying barriers to engagement, attendance, and learning, and working collaboratively to overcome these through early intervention and sustained support.
- To work with Year Leaders and the Attendance Team to identify students whose attendance or engagement is a concern, and to implement tailored strategies, including family outreach, to address these issues.
- To carry out home visits and liaise with external agencies (e.g. Early Help, Children's Social Care, Family Key Workers) to ensure that families are accessing appropriate support, especially where complex needs affect the child's access to education.
- To support families in establishing routines and expectations that promote regular school attendance and readiness to learn, including signposting services, organising meetings, and supporting attendance plans.
- To contribute to Early Help Assessments and multi-agency planning, ensuring the school's role in supporting the family is clearly represented and followed up with appropriate action.
- To offer one-to-one or small group sessions with students who are persistently absent or disengaged, helping them to develop motivation, confidence, and practical strategies to re-engage with school as directed by the Senior Leader for attendance.
- To maintain accurate and up-to-date records of family contact, interventions, and outcomes, including minutes of meetings and follow-up actions, using school systems in line with GDPR and safeguarding expectations.
- To support and attend parent meetings, including reintegration meetings, review panels, and transition meetings, ensuring that families feel listened to and understand the steps being taken to support their child.
- To work alongside pastoral, safeguarding, attendance team and SEN staff to ensure that family issues affecting student wellbeing, behaviour, or attendance are understood and addressed holistically.



- To contribute to the delivery of school initiatives that promote family involvement in school life, such as attendance drives, engagement events, or workshops that build home-school partnerships.
- To act as a point of contact for families in need of practical support, advocating for the family within the school and helping them navigate support networks both inside and outside of education. This work will start as part of the school's KS2 to KS3 transition offer
- To provide immediate support in situations where a student is in crisis, ensuring that any family or safeguarding needs are identified and escalated appropriately.
- To maintain up-to-date records on students and to contribute to recording and reporting procedures.
- To provide primary First Aid, e.g. to students feeling unwell and those with minor injuries and be first responders where needed to accidents and first aid emergencies on site, and whilst waiting for emergency services, if called.
- To keep up-to-date records in relation to first aid activities and contact parents as needed

Key Tasks: For all areas

- To play an active role in supporting the Designated Safeguarding Lead in working with students identified as having specific safeguarding needs. Including attending safeguarding meetings as directed, taking a lead role in writing and monitoring ESAs and ESA outcomes, and working with both the student and family.
- To ensure all safeguarding records are kept up to date, accurate, and recorded on the school's safeguarding record-keeping system.
- To work with staff and outside agencies to effectively communicate safeguarding concerns and information appropriately.
- To maintain confidentiality and integrity at all times.
- To demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English.
- To be responsible for promoting and safeguarding the welfare of students at the school.
- To hold enhanced DBS clearance with Children's Barred List checks.
- To contribute to the development and review of the school's broader behaviour management strategies. This includes supporting staff training and development related to behaviour improvement initiatives.



- The post holder is expected to keep up to date with relevant legislation, safeguarding guidance, and ongoing training to ensure they can effectively meet the evolving needs of students.

Working within a Pastoral Team

The postholder will be part of a dynamic pastoral team, working alongside other colleagues to provide comprehensive support for students. While the primary focus of this role is to improve and manage student behaviour, the postholder will also be expected to respond to the wider needs of students when other members of the team are unavailable. This may include providing support to students with emotional, social, or academic concerns, working with parents and carers and helping to maintain a positive, supportive environment for all students. Flexibility and a willingness to collaborate with team members are key to ensuring the well-being of all students.

Other Duties

The postholder may be required to perform duties other than those given in the job description. The particular duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibilities entailed. Such variations are common occurrences and would not of themselves justify the regrading of the post.