Truro and Penwith Academy Trust is a supportive and collaborative organisation with one primary focus: the improvement of teaching and learning within Cornwall

JOB DESCRIPTION

Job Title:	Senior Pastoral Lead OR Head of Upper School
Salary:	Point 9
Responsible to:	Assistant Headteacher
Direct Supervisory Responsibility for:	N/A
Important Functional Relationships:	TPAT, Local Monitoring Committee, Senior Leadership Team, School Staff, Students, Parents & Carers, Suppliers and External Professional Bodies
Internal/External:	

Main Purpose of the Job:

To lead high-quality pastoral provision across the Upper School, securing strong student engagement, positive behaviour for learning and high standards of attendance.

The Senior Pastoral Lead will work closely with students, families, staff and external agencies to identify and remove barriers to learning, ensuring that students are well supported to achieve, succeed and make a positive contribution to school life.

The postholder will build strong and constructive relationships with parents and carers and contribute to the effective safeguarding of all students as a Deputy Designated Safeguarding Lead.

Main Duties and Responsibilities:

Leading Students and Families

- Lead high-quality pastoral provision across the Upper School, ensuring that students are known, well supported and able to engage positively in their learning and wider school life.
- Monitor students' personal, social and academic development, using the school's agreed systems to identify emerging needs, patterns and barriers to learning.
- Maintain oversight of a defined pastoral caseload, ensuring that concerns, actions, interventions and outcomes are recorded accurately and reviewed regularly.
- Work closely with other colleagues to ensure that students receive effective academic and pastoral mentoring, with particular attention given to disadvantaged students, students with SEND and other vulnerable groups.
- Promote consistently high expectations of behaviour in line with the school's Behaviour Policy, ensuring that students are ready to learn and that concerns are followed up promptly and effectively.
- Plan, coordinate and review appropriate interventions for students experiencing barriers to learning, working with colleagues, families and external agencies as required.
- Work closely with the attendance team and Assistant Headteacher to promote high levels of attendance and punctuality across the Upper School. Identify students requiring additional support and coordinate timely and effective intervention.
- Analyse behaviour, attendance, safeguarding and pastoral information to identify emerging patterns and groups requiring additional support.
- Build positive and constructive relationships with parents and carers, communicating clearly and promptly about their child's progress, attendance, behaviour and welfare. Ensure that significant communication and agreed actions are recorded appropriately.
- Promote a positive and inclusive culture in which students feel safe, valued and able to succeed.

- Celebrate students' achievements through the school's reward and recognition systems and support appropriate celebration events.
- Lead and develop opportunities for student voice, leadership and responsibility across the Upper School, including contributing to the appointment and development of student leaders and prefects.
- Support students to make a positive contribution to the school and their local and wider communities.
- Lead the school's response to bullying and discriminatory behaviour within the Upper School, including prejudice-related incidents, sexual harassment and harmful sexual behaviour, working closely with the Designated Safeguarding Lead and senior leaders.
- Support the effective transition and induction of students joining the school during the academic year, ensuring that relevant information is shared and any barriers to successful integration are identified and addressed.

Leading and Supporting Staff

- Provide clear pastoral leadership and guidance to tutors and other staff working with Upper School students.
- Ensure that tutors and relevant colleagues receive appropriate and timely information to enable them to meet students' needs effectively.
- Work closely with the Senior Leadership Team, SENDCO, attendance team, Heads of Faculty, tutors and external agencies when a student's progress, attendance, behaviour or welfare gives cause for concern.
- Coordinate pastoral responses and agreed actions, ensuring that responsibilities are clear and that interventions are reviewed for their impact.
- Provide advice, guidance and appropriate coaching for colleagues within the pastoral team, helping to ensure that students and families receive consistently high-quality support.
- Contribute to the induction and development of new pastoral staff, working with the Assistant Headteacher.
- Contribute to the effective delivery of the tutor programme and wider whole-school activities.
- Meet regularly with the Assistant Headteacher to review Upper School priorities, individual cases, emerging patterns and the impact of pastoral interventions.
- Contribute to staff briefings, training and professional development relating to pastoral provision, behaviour, attendance and safeguarding, as appropriate.
- Participate fully in the school's appraisal and professional development arrangements.
- Contribute to break, lunchtime, detention and other pastoral duty arrangements as required.

Policy and Practice

- Contribute to the development, implementation and review of school policies relating to pastoral provision, behaviour, attendance, safeguarding and student wellbeing.
- Provide informed advice to the Assistant Headteacher and Senior Leadership Team on pastoral matters and emerging priorities across the Upper School.
- Maintain an up-to-date knowledge of relevant statutory guidance, national developments and effective practice through appropriate training and professional development.
- Support the consistent application of school policies and procedures, raising concerns and areas for development with the Assistant Headteacher where appropriate.

Safeguarding

- Undertake the role of Deputy Designated Safeguarding Lead and work closely with the Designated Safeguarding Lead and safeguarding team to support a strong and effective culture of safeguarding across the school.
- Respond promptly and appropriately to safeguarding concerns, taking action in line with school policy, statutory guidance and the direction of the Designated Safeguarding Lead.

- Manage allocated safeguarding cases, including liaison with students, families, colleagues and external agencies, and make referrals where appropriate.
- Ensure that safeguarding concerns, decisions, actions and outcomes are recorded accurately, securely and in a timely manner using the school's agreed systems.
- Provide advice and guidance to staff about safeguarding concerns and appropriate next steps, consulting the Designated Safeguarding Lead when required.
- Contribute to safeguarding training, staff updates and the ongoing development of effective safeguarding practice across the school.
- Support the monitoring and quality assurance of safeguarding practice, identifying concerns or areas for improvement and raising these with the Designated Safeguarding Lead.
- Share responsibility with the safeguarding team for agreed safeguarding arrangements outside normal school hours, where required.

Upper School Responsibilities

- Lead and coordinate pastoral provision for students in the Upper School, with particular attention to engagement, attendance, behaviour, wellbeing and preparation for the next stage of education, employment or training.
- Support students' transition from Key Stage 3 into Key Stage 4, helping them to understand changing expectations and engage positively with their chosen curriculum.
- Work closely with the Careers Leader to support students' transition from Key Stage 4 into appropriate post-16 education, employment or training.
- Identify students who may be at risk of disengagement or of not progressing into education, employment or training, and coordinate appropriate support and intervention.
- Support the planning and delivery of the school's work experience programme, working closely with the Careers Leader and other relevant colleagues.
- Promote high aspirations and ensure that students receive appropriate guidance and support to make informed decisions about their future pathways.
- Liaise appropriately with post-16 providers and external agencies to support students requiring additional help with transition.

General Responsibilities applicable to all staff

- Always demonstrate and promote the values of Truro and Penwith Academy Trust.
- Contribute to the overall ethos and aims of the Trust/School.
- Always follow and adhere to all agreed Child Protection and Safeguarding policies and procedures.
- Make a positive impact on our students' lives and contribute to shaping a brighter future.
- Play a full part in the life of the Trust/school community and support its vision and ethos to encourage all staff and students to follow this example.
- Work effectively with other members of staff to meet the needs of students; ensuring that students' needs are prioritised.
- Act as a role model and set high expectations of conduct and behaviour.
- Appreciate and support the role of other professionals.
- Always have a clear sight of how this role impacts on the students.
- Work with professionalism in line with the Trust's Code of Conduct.
- Be aware of and always comply with all policies and procedures, especially those relating to child protection, health, safety and security, confidentiality, data protection and copyright, code of conduct, reporting all concerns to line manager.
- Always be a positive influence on the climate and culture of the Trust/school and a positive role model.
- Model good management practice across the Trust.
- Be aware of and support difference, ensuring equal opportunities for all.
- Actively promote the safety and welfare of our children and young people.

- Administer basic first aid and assist in the dispensing of medically prescribed controlled drugs in line with Trust/school procedures (only if trained to do so); recording on SafeSmart as required.
- Attend liaison events and effectively promote the Trust/school at open days/evenings and other events.
- Act as a Trust team member and provide support and cover for other staff where needs arise, inclusive of work at other sites within a reasonable travel distance.
- Be aware of and comply with all School and Trust policies and procedures.
- Undertake mandatory training, professional development, learning activities and appraisal procedures as appropriate.
- Attend and participate in relevant meetings and Trust/school based INSET as required.
- Responsible for your own self-development on a continuous basis; taking responsibility for your own CPD.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Always maintain the utmost confidentiality with regards to all reports, records, personal data relating to staff and students and other information of a sensitive nature acquired while undertaking duties for the Trust, with due regard to General Data Protection Regulations.
- Carry out any other reasonable instructions commensurate with the post to support the work of the Trust and its schools.

Job Description

This job description is illustrative of the general nature and level of responsibility of the work to be undertaken commensurate with the grade. It is not a comprehensive list of all the responsibilities, duties and tasks relating to the post. This job description does not form part of your contract of employment.

The post-holder may be required to undertake such work as may be determined by their line manager from time to time, up to or at a level consistent with the main responsibilities of the job.

This job description may be amended at any time in consultation with the post-holder.

Special Conditions of Employment

Truro and Penwith Academy Trust is committed to safeguarding and promoting the welfare of children and young people, ensuring a culture of valuing diversity, and ensuring equality of opportunities, and expects all staff and volunteers to share this commitment. The post-holder is required to follow all the Trust's policies and procedures in relation to safeguarding at all times, and to adhere to the statutory guidance 'Keeping Children Safe in Education'. The post-holder must take appropriate action if they have concerns, or are made aware of the concerns of others, regarding the safety or well-being of children or young people.

All offers of employment are conditional and are subject to satisfactory pre-employment checks including receipt of original qualification documents, two satisfactory references, health screening, proof of eligibility to work in the UK, Childcare Disqualification check, a Disclosure and Barring Service (DBS) check and online searches.

PERSON SPECIFICATION – Senior Pastoral Lead / Head of Upper School

Person Specification	Essential	Desirable	Recruiting Method
Education and Training	Attainment of GCSE's grade C or above (or equivalent) in English & Maths and a range of other curriculum subjects Tier 2 Safeguarding Training	Evidence of further professional development in relevant fields Experience of DSL work including Tier 3 Safeguarding training Trauma informed practitioner	Application Certificates

		Training relevant to a welfare / pastoral role in a secondary school settting	
Skills and Experience	A proven track record of working with students of the relevant age in a learning environment Experience of working in at least one secondary school Experience of supporting the welfare or education of children eg working with students of the relevant age in a learning environment Competent IT skills to record and monitor relevant information eg attendance, behaviour etc Committed to continual personal and professional development	A track record of improving outcomes for students, including vulnerable students and those with SEND or disadvantaged Experience in working in more than one secondary setting, or in a different educational context eg specialist education Experience of working with families to provide support / advice Experience of mentoring, coaching and leading others	Application Interview Assessment
Specialist Knowledge and Skills	Able to form positive relationships with a range of stakeholders: students, parents, staff and external agencies eg social care Good listening & communication skills Knowledge of specific curricular areas or key stages Awareness of the SEND Code of Practice and guidance on meeting SEND Patient, caring and compassionate, able to empathise with others Discrete and has a good working knowledge of confidentiality Knowledge of statutory policy and procedures for schools eg exclusion, attendance, admissions, health and safety, safeguarding Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people Committed to promoting equality of opportunity and inclusion	Safer recruitment training First aid training Understanding of data protection (GDPR)	Application Interview Assessment
Behaviours and Values	Self-motivated and able to work constructively as part of a team and as a leader Able to adapt approach to suit circumstances and audience	Excellent communicator to a variety of audiences and orally, in writing and using social media	Application Interview Assessment

	Ability to relate well to children and adults and to inspire others to excel Role model for Growth Mindsets Ability to work to deadlines and methodical approach to work Ability to work under pressure Ability to manage challenging situations including with students and stakeholders Deeply committed to equality of opportunity, British Values and diversity	Experience of leading / supervising others eg in a management role Able to prioritise workflow effectively	