



Job Description: Pastoral Lead

Applecroft School is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

This job description may be amended at any time following discussion between the Post Holder and the Headteacher. It will also be reviewed annually as part of the Performance Appraisal Review Cycle (PARC).

Job Details:

Salary: H4

Contract type: Full-Time (37 hours), Fixed-Term until July 2026 with the possibility of being made permanent

Reporting to: Assistant Headteacher for Inclusion and Well-Being

Main purpose

To enable all pupils to engage in education by providing leadership and support with pupil welfare, behaviour and wellbeing. This will involve working with staff, parents/carers and pupils to address barriers to learning and make sure effective policies and procedures are in place by:

Duties and responsibilities

Working with pupils

- Creating an environment that supports all pupils, regardless of starting points, to reach their full potential
- Promoting high standards of behaviour and consistently implement the school's behaviour and discipline policy
- Identifying pupils who may be in need of additional support
- Planning and delivering interventions for specific pupils including 1:1 and in small groups
- Providing support for short-term issues that may affect a pupil's wellbeing
- Coordinating the development of pupils' individual support plans and review ongoing progress towards set goals
- Managing the transition of new pupils arriving or existing pupils returning to school, putting the necessary support in place to overcome any barriers to learning
- Using systems to monitor the wellbeing and/or behaviour and progress of pupils who are on targeted interventions
- Maintain records and other key documents for identified pupils
- Working with external agencies

Working with colleagues

- Making sure each member of staff has access to, understands and can apply consistently, the school's pastoral procedures and strategies (including the behaviour and discipline policy), especially new staff
- Advising and supporting other members of staff e.g. teachers and Learning Support Assistants with strategies including using the Hertfordshire Steps toolkit

- Liaising with staff, including class teachers, to identify and support pupils in need of additional support
- Identify strategies to help overcome individual pupils' barriers to learning
- Liaising with teaching staff to support monitoring activities on individual pupils' behaviour
- Providing training and support for teachers and Learning Support Assistants including Hertfordshire Steps training
- Working closely with the Family Link Support Worker to monitor and implement strategies to improve the attendance of pupils who are on targeted interventions
- Working with members of the Senior Leadership Team to identify pupils in need of additional support, to develop individual support plans, develop whole-school pastoral care policies and action plans
- Participate in senior leadership meetings, as required
- Monitor and support Learning Support Assistants and other members of staff carrying out interventions and providing additional support

Working with parents/carers and external agencies

- Support class teachers with parents/carers communication/contact in relation to pastoral and behavioural issues, involving relevant staff members as necessary
- In liaison with the class teacher(s), communicate with parents/carers following behavioural incidents to discuss the effectiveness of the support in place for their child
- Maintaining regular contact with parents/carers to discuss their child's progress, well-being and behaviour
- Building positive relations with parents/carers to encourage family involvement in their child's progress
- Communicating with parents about specific interventions / supports in place for their child and the impact of this support including the progress their child is making
- Assisting parents/carers with any information they need to support their child
- Liaising with external support agencies and professionals, as directed by the Senior Leadership Team, to cater for pupils' individual needs
- Building and refreshing knowledge on the range of external support available that could support pupils' individual needs
- Provide support and training for parents and carers

Administration

- Maintain accurate records of interventions, impact reports and relevant meetings
- Facilitate the transfer of relevant pupil information inside and outside the school
- In partnership with the senior leadership team, make sure that pupil medical information is updated and that staff are aware of the individual medical needs of pupils
- Complete relevant paperwork required by external agencies
- Provide training to stakeholders when relevant

Other areas of responsibility

Safeguarding

- Work in line with statutory safeguarding guidance e.g. Keeping Children Safe in Education, PREVENT, and the school's safeguarding and child protection policies
- Work with the school's Designated Safeguarding Leads (DSLs) to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school

General duties

- Develop own professional knowledge and skills through courses and reading, aligning with school's ethos and current strategic needs
- Attend meetings according to school policy, and lead where required including weekly LSA meetings

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that post holder will carry out. The post holder may be required to do other duties appropriate to the level of the role.

Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Qualification or relevant experience working with children with barriers to learning or other support needs • Evidence of professional development relevant to this role • GCSE or equivalent level, including at least a <i>Grade C</i> in English and maths
Experience	<ul style="list-style-type: none"> • Experience working in a school environment or other educational setting • Experience working with children / young people with additional needs (e.g. SEND, behavioural, mental health) • Experience supporting and working with parents of young people with additional needs • Experience planning and delivering targeted interventions • Experience working with colleagues and external stakeholders (e.g. from external agencies)
Skills and knowledge	<ul style="list-style-type: none"> • Knowledge of the barriers to learning that pupils may face • Tailoring plans and interventions to individual pupils • Able to create supportive relationships with children, staff, parents and external agencies • Knowledge of the Hertfordshire STEPS approach to behaviour management • Good listening skills • Effective written and verbal communication skills • Able to use IT systems and to conduct analysis and produce reports • Knowledge of available support services in the local area • Safeguarding of children and young people
Personal qualities	<ul style="list-style-type: none"> • High expectations for all pupils and belief in equity and best outcomes for all pupils • Commitment to upholding and promoting the ethos and values of the school • Commitment always to act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school • Desire to provide the best possible opportunities for every child • Upholds and promotes the ethos and values of the school • Able to create and maintain supportive relationships with children staff, parents/carers and external agencies • Patient and calm • Organisation, time management, flexible, proactive and self-motivated • Ability to work under pressure and prioritise effectively • Ability and commitment to maintaining confidentiality at all times • Commitment to safeguarding, equality, diversity and inclusion

Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date: December 2024

Next review date: December 2024

Headteacher/line manager's signature:

Date:

Postholder's signature:

Date:
