



Role Profile - Operational Context Form

Post title: Pastoral Lead

Grade:	Grade 8	Staff responsibility:	Yes	Essential Car user:	Yes
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Scope of role:

To take a leading role working with other senior staff to address the pastoral needs of pupils and their parents/carers. To lead in support for behaviour and attendance; developing and implementing policies and procedures to overcome barriers to learning and improve participation in learning and school life.

In addition to the following duties, the postholder may be required to undertake any of the duties normally associated with a lower graded Learning Mentor post including:

1. To work directly with individuals and with groups to provide information, guidance and support for parents to enable them to engage with the ethos and activities of the school.
2. Liaise with school staff to provide particular support to the families of targeted pupils to raise achievement and attendance and help them to overcome barriers to learning.
3. To facilitate discussions to assist parents in identifying their concerns using the EHA framework.
4. To offer appropriate practical support to families who have expressed particular needs.
5. To encourage an awareness of the importance of play and child development.
6. To review and evaluate progress of EHA plans on a regular basis through TAF minutes.
7. To work along side partner agencies to promote parenting skills.
8. To support hard to reach families in accessing services.
9. To signpost and refer parents and children to partner agencies as and when appropriate.

Accountabilities/Responsibilities – appropriate for this post:

1. Leading the development of a whole school approach in creating and implementing policies and procedures to overcome obstacles to learning and improve participation in learning and school life.
2. Contribute to the development of policies relating to pastoral issues and advise other colleagues accordingly.
3. In conjunction with the SLT, update the safeguarding policy when needed and train staff on updates when required.
4. Lead in the management of the behaviour of individual pupils in school who require specific support and intervention.
5. Promote a whole school approach to attendance and devise strategies and action plans for pupils whose attendance is failing.
6. Liaise with teaching staff to assess and provide particular support to targeted pupils to raise achievement and attendance and help them to overcome barriers to learning including nurture groups.
7. Work with parents/carers to help address underachievement, attendance and/or behaviour. Undertake, where required, home visits to keep parents/carers informed and secure positive family support.
8. Monitor the implementation of plans and report on progress achieved, support the reintegration

of pupils excluded from school or following an alternative timetable.

9. Provide extra support to pupils through knowledge of a range of activities and opportunities available to them.
10. Develop and maintain partnerships with external agencies/organisations to set up resources/initiatives to help address barriers to learning.
11. Facilitate the sharing of information between the school and external agencies and act as the point of contact for specialist support services
12. Manage and lead the provision for pupils with specific medical needs including pupils with allergies, and the upkeep of health care plans.
13. Support the identification of alternative provision for pupils with persistent absence
14. Act as Deputy Designated Safeguarding Lead (DSL) as directed by the Headteacher.
15. Support children's pastoral and welfare needs at unstructured times including lunchtimes and playtimes.
16. To work within school policies and procedure.
17. To take care of their own and other people's health and safety

Individuals in this role may also:

- Manage the relationship with the Coastal Collective in partnership with the SENco, SLT and the School Business Manager
- Provide training and professional development for wider school team as appropriate to the role

Additional supporting information – specific to this post.

- Working at national occupational standards (NOS) for learning, development and support services and knowledge/ skills equivalent to current national qualifications in learning, development and support services for children, young people and those who care for them
- Possession of or working towards NVQ level 4 qualification or skills and experience equivalent to
- Commitment to undertake in-service development
- Commitment to the ethos of the school
- Commitment to safeguarding and protecting the welfare of children and young people
- Commitment to regular attendance at work
- To be aware of the confidential nature of issues related to home/pupil/teacher/school work

Prepared by:

Kerry Ainsworth

Date:

The above form sets out the area of work in which duties will generally be focused, and gives an example of the type of duties that the postholder could be asked to carry out. **PLEASE NOTE** that this is for guidance only. Postholders are expected to be flexible and to operate in different areas of work/carry out different duties as required.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must co-operate with us to apply our general statement of health and safety policy.

Safeguarding Commitment

We are committed to protecting and promoting the welfare of children, young people and vulnerable adults.

Customer Focus

We put our customers' needs and expectations at the heart of all that we do. We expect our employees to have a full understanding of those needs and expectations so that we can provide high quality, appropriate services at all times.

Skills Pledge

We are committed to developing the skills of our workforce. All employees will be supported to work towards a level 2 qualification in literacy and /or numeracy if they do not have one already.

Attendance

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. It is essential that applicants for positions in this school can evidence a previous satisfactory attendance record/commitment to sustaining regular attendance at work.

Grade Profile - Level Two – Technical/Professional (Grade 8)

Level Two Purpose Technical specialists who are highly experienced practitioners within a professional area (e.g. Legal, Engineering, HR, Social Work). As entrant levels to professional disciplines, they have a workload requiring the application of both applied and theoretical knowledge.
Scope of Work Roles are typically reactive and working within clearly established service and professional guidelines. Roles will need to apply judgment and analysis to identify alternative solutions to a variety of routine situations. They will need to be proficient in delivering all routine aspects of the job but will increasingly be involved in non-routine work e.g. supporting less experienced staff or taking part in project work with more senior members of staff. Communication skills are important as role holders will be interacting with internal and external customers regularly.
Accountabilities/Responsibilities <ul style="list-style-type: none">▪ Select appropriate procedures to independently carry out more complex technical tasks of an increasingly higher risk nature (e.g. designs, inspections, assessments, analyses) to produce the required technical output (e.g. identification of customer needs, implementation of routine service processes).▪ Undertake specialised technical and analytical support activities to assist professional colleagues in delivering more complex services.▪ Collate and analyse technical data from a variety of sources and interpret findings for review by more senior colleagues. May include producing ad hoc reports or project work.▪ Provide information, advice and guidance to customers by interpreting established procedures, using technical experience, and by applying best practice within the field.▪ Provide on the job training, mentoring and guidance to less experienced members of staff to ensure they are able to develop the necessary skills to deliver in their role.▪ Regularly communicate with other agencies and service providers to share information, build working relationships and to ensure joined up service provision.▪ Suggest improvements to current working methods to contribute to improvements in service delivery.
Skills, knowledge and experience <ul style="list-style-type: none">▪ Recognised vocational or professional qualification plus broad experience in area of expertise. May be working towards a professional qualification or be of graduate entry level with sound practical experience.▪ Detailed knowledge of own service area and relevant working systems, equipment and/or IT software, plus an awareness of Council policies and services related to the role▪ Analytical skills and problem-solving capability▪ Ability to informally train and mentor less experienced staff▪ Ability to influence others based on technical or professional expertise▪ Ability to build and maintain effective networks and relationships
Performance Measures <ul style="list-style-type: none">▪ Quality of own work against legal, safety and best practice standards▪ Adherence to internal/external quality standards if applicable▪ Adherence to policies and procedures▪ Accuracy and timeliness of information recording and processing▪ Customer and stakeholder feedback