

LORDSWOOD SCHOOL

Pastoral Lead within our Wellbeing Team

JOB DESCRIPTION

Post Title: Pastoral Lead within Well Being Team

Hours: 32.50 hours per week, term time only, plus 5 INSET days 8.30am-3.30pm.

**Grade: C1 point 6-19 (£21 968 - £27852 Full time equivalent)
(£16287 - £20649 Pro rata)**

Lordswood School is committed to safeguarding all children and as such any appointment is subject to receiving satisfactory references, an enhanced DBS and online checks.

Purpose of the Job:

To support our children and their families and reduce barriers to learning. To enable all pupils to engage in education by ensuring the relevant support around pupil welfare, behavioural and attendance issues are in place. This will involve working closely in partnership with families and pupils and communicating effectively with staff and external agencies.

Accountable to the Head

Principal Responsibilities

- Work closely with the SENDCo to ensure that children and families are supported appropriately. This could include referral to Early Help services or specialist services e.g. CAMHS and supporting with SEMH assessments e.g. Boxall Profile and SDQs.
- Support the Headteacher by being a central point of contact for all parents, acting as advocate and mediator in difficult situations, initiating and participating in meetings to discuss and develop ways of solving problems.
- To act as one of the Designated Safeguarding team, being fully committed to safeguarding children on all levels and keeping up to date confidential records, ensuring information is shared with the Safeguarding Lead / class teachers and acted upon as appropriate.
- To engage and build positive relationships with vulnerable families and to assist families with any information they may need to support their child, including completing forms.
- Communicate and work collaboratively with external agencies and professionals including the Social Care team and take a lead role in liaising to put a package of support into place for families.
- To maintain accurate records of interventions and relevant meetings, including developing case studies and PSPs when supporting vulnerable children.

Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, all staff must make sure their approach is child-centred. This means that they must, at all times, do what is in the best interests of the child and follow the guidelines set out in 'Keeping Children Safe in Education'.

Key tasks to support pupils

- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- To identify, facilitate and provide appropriate support for vulnerable pupils across the school, liaising with class teachers to help overcome individual pupils' barriers to learning.
- Use systems to monitor the behaviour and progress of pupils who are on targeted interventions (SIMs, Edukey).
- Undertake individual and group work eg on "Zones of Regulation" to promote high standards of pupil behaviour.
- To provide support for pupils at risk of exclusion.
- Be available to support pupils during the lunch period to help them in resolving conflicts and developing personal, social and emotional skills.
- To provide breakfast for vulnerable children.
- Manage the transition of new pupils arriving or existing pupils returning to school, putting the necessary support in place to overcome any barriers to learning.
- Promote inclusion and acceptance of all pupils in line with our culture and values.
- Facilitate the transfer of relevant safeguarding information when pupils change schools.

Key tasks to support staff

- Support Safeguarding Lead in delivering safeguarding training to all staff.
- To be responsible for attendance/punctuality of the school and work collaboratively with the Attendance Advisory Practitioner and school staff in identifying patterns of absences and implementing actions to improve attendance.
- To support Safeguarding Lead in compiling safeguarding data.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.
- Liaise with teaching staff to support individual pupils' behaviour.
- Work closely with SENDCo to reduce EBSA (Emotionally Based School Avoidance).
- Work within the wellbeing team providing opportunities for group parent workshops.

Additional

- Participate in training and other professional development as required.
- To comply with the school's Safeguarding Policy, General Data Protection Regulations, Health and Safety Regulations and all other policies and procedures.
- The post holder may reasonably be expected to undertake other duties that may be allocated from time to time by the Head and Senior Leadership Team.

Essential upon appointment	Desirable on appointment (training may be provided)
<p>Qualifications</p> <ul style="list-style-type: none"> Level 3 qualification or equivalent to demonstrate good literacy and numeracy skills 	<ul style="list-style-type: none"> Appropriate first aid training Mental Health First Aider Safeguarding qualification
<p>Experience</p> <ul style="list-style-type: none"> Experience of working with children, young people and their parents/carers Minimum of 2 years of experience supporting vulnerable children with emotional difficulties / removing barriers for vulnerable groups and individuals Experience of de-escalation and behaviour management strategies Managing pupil wellbeing in a school environment Administrative experience 	<ul style="list-style-type: none"> Experience of working alongside other educational professionals within the guidelines of school-wide policies and strategies Proficient with school online systems – SIMs, Edukey and CPOMS
<p>Knowledge</p> <ul style="list-style-type: none"> A basic understanding of the school curriculum and the needs of learners Knowledge of potential barriers to learning Knowledge of Behaviour Management techniques and behaviour intervention strategies Knowledge of strategies to support young people's mental health Understanding of health and wellbeing, safety and child protection Understanding of School ethos and values 	<ul style="list-style-type: none"> An understanding of how a pupil's social and emotional state can impact on learning Knowledge of child protection legislation and procedures Knowledge of school procedures Knowledge of support services available to signpost children and families to An understanding of trauma in a young person's life and the effect it can have on them
<p>Professional Skills</p> <ul style="list-style-type: none"> Good listening skills and excellent interpersonal communication skills Good time management and self-organisation Numeracy / literacy and ICT skills Ability to maintain confidentiality Ability to exercise discretion and judgement Ability to adapt activities to suit the needs of the children Ability to keep accurate records Ability to work successfully as part of a team and on own initiative Approachable and nurturing Motivated to support children 	<ul style="list-style-type: none"> Ability to analyse the reasons for behavioural problems of the children to ascertain their needs
<p>Other Requirements</p> <ul style="list-style-type: none"> Enhanced DBS clearance Commitment to the school's policies and ethos Commitment to Continuing Professional Development Ability to form and maintain appropriate relationships and personal boundaries with children, young people and their families Flexibility Emotional resilience 	



September 2023

