

## Job Description

<b>Job title:</b>	<b>Pastoral Wellbeing Lead</b>
<b>Grade &amp; Band:</b>	Grade 9 (Scale point 19 – 25)
<b>Reports to:</b>	Designated Safeguarding Lead (member of SLT)

### Main job purpose

The Pastoral Wellbeing Lead provides professional pastoral care to support pupil mental health and wellbeing, specifically addressing the needs of pupils to foster engagement and overcome a range of barriers to learning.

The Pastoral Wellbeing Lead supports the Heads of Year, working closely with members of the SLT and families, as well as pupils in each year group. This role requires specialist skills to liaise with local authority and other external agencies.

### Main responsibilities and duties

- Lead pastoral support across year groups, specifically addressing the needs of pupils to foster engagement and overcome a range of barriers to learning, , working closely with the DSL and Heads of Year.
- Work closely with the DSL, taking responsibility for the welfare of pupils and triaging concerns.

### Supporting pupils and families/carers

1. Be a strong role model for pupils.
2. Build and maintain a firm caring relationship with pupils and with parents/ carers.
3. Be committed to safeguarding and the welfare of students, raising concerns where appropriate.
4. Maintain an appropriate and professional distance from pupils in more informal situations.
5. Provide advice to pupils relating to their social, health, hygiene and emotional development needs.
6. Promote and reinforce self-esteem
7. Liaise with parents with reference to children absent from morning registration, including the vulnerable pupils in the year group.
8. Implement the Behaviour Policy and deal with student behaviour issues, including collecting statements, calling parents and logging on MIS.
9. Use appropriate intervention and strategies to support pupil welfare and progress.
10. Challenge and motivate pupils, advising and encouraging pupils to make choices about their own learning/ behaviour/ attendance
11. Work with selected pupils out of the classroom situation. This could include pupils excluded from or otherwise not working to a normal timetable
12. Plan, deliver and monitor small group interventions to meet pupils' behavioural and wellbeing needs (eg to develop self-esteem, address behaviour issues or develop organisational skills)
13. Develop 1:1 mentoring arrangements with pupils which enable the pupil to agree plans and targets to move forwards
14. Take the lead in the development, implementation and review of individual Education/ Behaviour/ Support Mentoring Plans, and help pupils to follow individual plans where appropriate.

15. Attend parental and agency meetings and to lead these where appropriate.
16. Champion our Young Carers, which includes:
  - Training and being solely in charge of our Young Carers which includes identifying pupils, meeting with relevant agencies to support our young people, planning and running clubs etc.
  - Tracking progress and evidencing impact.

### Supporting teachers

1. Provide objective and accurate feedback on learning interventions and pupil progress, as required
2. Maintain appropriate records and contribute to reviews as requested
3. Assist in the implementation of strategies to promote positive behaviour and attitudes

### Supporting the curriculum

1. Implement agreed learning activities/programmes and adjust them based on pupils' academic needs; this involves planning and running intervention sessions for pupils as a group or on a 1:1 basis.
2. Take responsibility for tracking pastoral interventions and measuring their impact
3. Make use of a range of activities, courses and organisations to broaden and enrich learning

### Supporting the school

1. Be the first point of contact for Early Help, Social Care and Inclusion
2. Build collaborative relationships with staff and external agencies, including attending and where appropriate leading key meetings around behaviour, attendance and safeguarding
3. Use a variety of tracking tools and data to monitor attendance, behaviour and progress
4. Promote the effective transfer of pupils across phases/integration of those who have been absent
5. Network with other learning mentors, teachers and professionals (e.g. educational psychologists)
6. Supervise pupils on visits, trips and out of school activities as required
7. Participate in training and other learning activities and performance development as required

### Supervision and management

Postholder will report to the Designated Safeguarding Lead.

### Decision making

To make appropriate decisions regarding pupils on a daily basis and on a reactive and proactive basis.

PERSON SPECIFICATION		
Required Qualifications	ESSENTIAL	Desirable
5 GCSEs including English and Maths (min level 4 or equivalent experience/vocational qualification)	X	
Level 3 DSL Safeguarding qualification or willing to be trained		X
First Aid qualification		X
Current driving licence (and own transport insured for business use)		X

<b>Required Experience</b>	<b>ESSENTIAL</b>	<b>Desirable</b>
Experience of working in an educational support role	X	
Experience of working in a pastoral support role	X	
Experience working with young people	X	
Experience in behaviour support	X	
Experience in working as part of a team	X	
Experience of following procedures and processes	X	
Experience in using data and tracking tools to monitor behaviour and progress	X	
Experience of using Arbor data management system		X
<b>Required Skills &amp; Knowledge</b>	<b>ESSENTIAL</b>	<b>Desirable</b>
Relates well to pupils and able to motivate them to engage in learning and development opportunities	X	
Works effectively with parents/carers and a range of professionals	X	
Builds positive, collaborative relationships with all colleagues	X	
Working knowledge of relevant policies/codes of practice and awareness of relevant legislation	X	
Working knowledge of national curriculum and other relevant learning programmes	X	
Understanding of principles of child development and learning processes and in particular, barriers to learning	X	
Developing knowledge of Local Authority, local and national organisations which can provide services and activities to support pupils and enrich their learning	X	
Excellent administrative and organisational skills	X	
Strong communication and interpersonal skills	X	
Ability to promote the school & Trust across the wider community	X	
Fluency in English	X	
<b>Required Personal Qualities</b>	<b>ESSENTIAL</b>	<b>Desirable</b>
Values-led: Collaborative & Respectful	X	
Team player	X	
Flexible and adaptable	X	
Positive attitude	X	
Calm under pressure	X	
Ability to work independently and as part of a team	X	
Discretion (maintaining absolute confidentiality)	X	
Compassionate and inclusive	X	
Tenacious and self motivated	X	

Friendly and helpful manner	X	
Patience	X	
<b>Safeguarding</b>	<b>ESSENTIAL</b>	<b>Desirable</b>
Good knowledge of relevant Safeguarding procedures	X	
Commitment to adhere to the Trust's Safeguarding & Child Protection Policy	X	
Good awareness of potential Safeguarding issues		X

General Responsibilities
<ul style="list-style-type: none"> <li>● <b>Safeguarding:</b> All staff must be familiar with our safeguarding policy and committed to safeguarding and promoting the welfare of children and young people.</li> <li>● <b>Trust Commitment:</b> Contribute to and support the Trust's Values, Ethos, and Vision.</li> <li>● <b>Professional Development:</b> Participate in required training, learning activities, and Performance Management.</li> <li>● <b>Health and Safety:</b> Comply with all relevant legislation and the Trust's Health and Safety Policy and priorities. This includes taking reasonable care of your own health and safety, as well as the health and safety of others, as required by law.</li> <li>● <b>Equality and Diversity:</b> Demonstrate commitment to, promote, and be familiar with the Equality and Diversity Policy in employment and service delivery.</li> <li>● <b>School Activities:</b> Participate actively and flexibly in a range of school activities.</li> </ul>

The principal responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's grade and whenever reasonably instructed.

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.

<b>Job description prepared by:</b>	A.Dufek (Headteacher) Lockyer's Middle School (& HR People Team)
<b>Date:</b>	17th June 2026