



## Pastoral Support and Inclusion Development Lead - Job Description

### Summary of the role:

At Battle Abbey School, we are committed to providing exceptional pastoral care for our students, recognising the profound impact it has on their overall well-being and academic success.

Our philosophy revolves around creating an environment where students feel cared for, heard, and accepted as unique individuals. The nurturing and inclusive atmosphere we foster at the Abbey forms a solid foundation for students to grow and thrive, both as learners and responsible citizens.

This role is an exciting opportunity for someone who has interest in supporting the wellbeing of all pupils, including those who are neurodivergent or have additional learning needs, and has the skills, knowledge and experience to work with a range of staff to develop a proactive team around the child approach.

They will work closely and collaboratively with our Head of Welfare and Safeguarding, SENCo, Heads of Year and Boarding Team to support students, families and staff to work together in the best interests of the child so they feel cared for, listened to and accepted as individuals. Here at the Abbey we foster a unique family atmosphere. It is our aim to uphold and to actively promote this ethos, recognizing that it provides a firm foundation in which students can grow and develop, both as learners and as citizens.

This is a non-teaching term time role and the hours are negotiable (part-time or full-time).

**Line manager:** Head of Welfare and Designated Safeguarding Lead

### Main Responsibilities of the post:

#### Student Support:

- Establish supportive relationships with all students giving positive encouragement, feedback and praise to reinforce student's efforts and develop self-esteem and confidence.
- Support the HoY and tutor team to work with children who are experiencing emotional or other difficulties with home or school life.
- Support students on either 1:1 basis or in small groups including arranging regular monitoring and mentoring of neurodiverse students
- Assist with conflict situations and friendship issues that arise between children and facilitating intervention groups as necessary (e.g. anger management, friendship groups).
- At the request of parents/families and the school, talking to children experiencing difficulties and convey the 'voice of the child' to parents, families and school staff.
- Provide regular feedback on students learning and behaviour to relevant members of staff, including feedback on effectiveness of strategies
- To attend Welfare meetings weekly HOY Welfare Review meetings (multi-disciplinary), Behaviour/Attendance/Support, regular weekly briefings and any ad hoc working parties as required.
- Manage multi-disciplinary meetings with HOYs, SENDCo, Mental Health Lead, Head of Boarding managing, recording and tracking of senior school student interventions.
- To take supportive/remedial action in respect of individual absentees to secure their regular attendance at school or other education provision including working with tutors, HoY to ensure the attendance policy is followed and carrying out home visits, only when designated as necessary by the school.

**Family Support:**

- To build links between home and school.
- Liaising with parents/families, responding to queries and providing appropriate advice and support.
- Establish and maintain good relationships with parents/families and pupils within the school. Encourage parental involvement in the school and its activities and provide a link between home and school.
- Carrying out agreed home visits and promoting measures to break down barriers between home and school.
- Offering clinics to parents/families in crisis and signposting them to services that could provide help and support.
- Providing information to parents/families about the school and relevant local services.
- Offering services such as coffee mornings, information sessions and informal support meetings, according to the preferences and wishes of parents/families.

At an appropriate level, according to the job role, grade and training received, all employees in the school are expected to:

- Support the aims, values, mission and ethos of the school and participate in all aspects of school life.
- Attend and contribute to staff meetings and INSET days as required, and identify areas of personal practice and experience to develop.
- Take appropriate responsibility for safeguarding and children’s welfare and be aware of confidential issues linked to home/child/teacher/school and keep confidences appropriately.
- Regularly review own practice, set personal development targets, as part of the annual performance review process with line manager.
- Be aware of health and safety issues and act in accordance with the school’s Health and Safety Policy.
- To monitor, review the implementation of, and ensure adherence to the relevant policies, documentation and procedures and that they remain current and fit for purpose, ensuring data protection, legal and regulatory compliance at all times.

This job description is not intended as an exhaustive list of all the duties that the postholder is expected to perform, and this document is subject to annual review as part of the appraisal function.

**Person specification**

	<b>Essential</b>	<b>Desirable</b>	<b>Method of assessment</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Permitted to work in the UK</li> </ul>	<ul style="list-style-type: none"> <li>• Education to Degree level or equivalent, or related qualification</li> <li>• IT/Communication skills</li> </ul>	Application & Certificates
<b>Statutory or role specific requirements</b>	<ul style="list-style-type: none"> <li>• A levels or any other Level 3 qualification</li> <li>• Evidence of ongoing professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Degree level academic or teaching qualifications</li> <li>• Knowledge and experience working within SEND and EDI</li> <li>• Specific pastoral, mental health or safeguarding training</li> </ul>	Application, Interview & Certificates

		<ul style="list-style-type: none"> <li>Record keeping training; MyConcern training</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>Experience working within an educational setting, preferably in a senior independent school.</li> <li>Experience of safeguarding in a school or other relevant organisation</li> <li>Knowledge of Keeping Children Safe in Education legislation</li> <li>Knowledge or awareness of the ISI School standards</li> <li>Demonstrable evidence of developing and implementing policies, procedures and strategies to help children and their families with pastoral or mental health issues</li> <li>Experience of sensitive data and upholding the principles of confidentiality</li> <li>Able to establish good collaborative relationships and networks</li> <li>Ability to demonstrate initiative and work effectively, cohesively and collaboratively as part of the wider welfare and pastoral team; knowing when to seek managerial guidance</li> <li>Experience of liaising with different teams and stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Experience of providing training, guidance and support to others.</li> <li>Experience in liaising with external agencies, such as CSS, MASH, CAMHS, Police etc.</li> <li>Experience managing disclosures and developing trusting relationships with children and young people</li> <li>Experience with having difficult conversations with Parents/Guardians and families</li> </ul>	Application & Interview
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>Ability to work effectively as part of a multidisciplinary team and contribute to a positive safeguarding culture within the school.</li> <li>Knowledge of legislation and guidance on pastoral, SEN and safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies</li> <li>Ability to work with a range of people with the aim of ensuring the safety and welfare of children</li> <li>Ability to provide advice, guidance, and training to staff on safeguarding and mental health awareness.</li> <li>Proven ability to work collaboratively with external agencies and professionals to support students' mental health needs.</li> <li>Awareness of local and national agencies that provide support for children and their families</li> <li>Excellent record keeping skills and attention to detail, in order to produce</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of the ISSRs and ISI framework around Safeguarding</li> <li>Awareness of the NMS around Safeguarding Boards</li> <li>Awareness of the current best practice and Government legislation around safeguarding and child protection and special educational needs.</li> <li>Awareness of the Equalities act 2010 and SEND code of practice</li> <li>Awareness of the Government guidance around promoting</li> </ul>	Application & interview

	<p>reports, take minutes of meetings, and document safeguarding concerns</p> <ul style="list-style-type: none"> <li>• Effective communication and interpersonal skills</li> <li>• Ability to build effective working relationships with staff and other stakeholders</li> <li>• Commitment to ensuring the safety and welfare of children</li> <li>• Act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school</li> <li>• Ability to work under pressure and prioritise effectively</li> </ul>	<p>Mental health and Wellbeing in schools</p> <ul style="list-style-type: none"> <li>• Effective communication skills</li> <li>• Ability to develop, train and empower others to support students' pastoral care e.g. delivery of training and CPD for staff</li> </ul>	
<b>Personal qualities and competencies</b>	<ul style="list-style-type: none"> <li>• Have the ability to effectively supervise and model best practice to other members of the team.</li> <li>• Be able to communicate clearly and effectively with a variety of staff, pupils, parents and agencies.</li> <li>• Be able to work using own initiative without supervision and also integrate well as part of a team.</li> <li>• To be flexible to the changing demands of the post.</li> <li>• Ability to form and maintain appropriate professional relationships/personal boundaries with children and young people and families</li> <li>• A vested interest in improving the lives of children and young people, supporting their mental health and wellbeing.</li> <li>• Passionate about promoting wider understanding of Neurodiversity, Mental Health and promoting all aspects of wellbeing effectively</li> <li>• Commitment to the safety, health and wellbeing of children and young people, adopting a child centred approach</li> <li>• Calm, compassionate and optimistic personality; composed attitude when under pressure and dealing with difficult issues</li> <li>• Demonstrate integrity and maintain appropriate professional conduct and boundaries</li> <li>• Ability to demonstrate an understanding of school policy and protocol around mental health and wellbeing, safeguarding and child protection and demonstrate a full</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness to make a full contribution to life in the school</li> <li>• Develop communication, training and update resources for wider school</li> <li>• A good sense of humour and supportive attitude</li> </ul>	Application, interview and references

	<p>acceptance for the need for compliance</p> <ul style="list-style-type: none"><li>• Takes ownership of personal development; Committed to reflecting on own performance, seeking and accepting constructive feedback and learning from own experiences</li></ul>		
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