LAMLEDGE SCHOOL

JOB DESCRIPTION: **Pastoral Care Coordinator-Middle Leader**

Reports To: **Assistant headteacher for Behaviour, Attitudes and Pastoral Care**

Review and Amendment: This job description will be reviewed annually and may be subject to modification and amendment following consultation between the Headteacher and the post holder. This Job description represents a secondment role

Purpose of Job:
The Pastoral Care Coordinator will lead and develop the school's pastoral support provision, ensuring that all students receive the emotional, behavioural and therapeutic support required to succeed in education and personal development.

As the school's Trauma Informed Practice Lead, the post holder will champion relational approaches, embed trauma-informed practice across the school and work collaboratively with education, safeguarding and clinical teams to ensure support is proactive, targeted and responsive to student need.

The role combines strategic leadership, direct student support, staff line management and multi-disciplinary working to promote positive outcomes for pupils with complex social, emotional and mental health needs.

Key Responsibilities

Leadership and Management

- Lead the school's pastoral provision and promote a culture of nurture, belonging and inclusion.
- Line manage designated pastoral support staff, providing regular supervision, support and professional development.
- Monitor the effectiveness of pastoral interventions and implement improvements where required.
- Contribute to whole-school improvement planning and development priorities relating to behaviour, wellbeing, attendance and personal development.
- Act as a role model for trauma-informed and therapeutic practice across the school.
- Support senior leaders in maintaining a positive and supportive school culture.

Trauma Informed Practice Lead

- Lead the implementation and development of trauma-informed approaches across the school.

- Deliver coaching, guidance and training to staff to strengthen trauma-informed and relational practice.
- Promote understanding of attachment, adverse childhood experiences, emotional regulation and restorative approaches.
- Support staff in responding effectively to pupils presenting with complex SEMH needs.
- Monitor the impact of trauma-informed strategies and adapt approaches where necessary.

Pastoral Support and Student Welfare

- Coordinate direct pastoral support for students requiring additional intervention.
- Identify emerging concerns and ensure timely support is implemented.
- Develop and oversee individual pastoral support plans where required.
- Work directly with students experiencing emotional, behavioural or social difficulties.
- Support students to develop resilience, emotional regulation, self-awareness and independence.
- Promote positive attendance, engagement and inclusion.

Multi-Disciplinary Working

- Act as the key link between education staff, safeguarding teams and the clinical team.
- Liaise regularly with therapists, clinicians, social workers, local authorities and other external agencies.
- Ensure pastoral support plans reflect recommendations from clinical assessments and therapeutic interventions.
- Attend and contribute to multi-agency meetings as required.
- Support the implementation of therapeutic strategies within the classroom and wider school environment.

Data, Monitoring and Intervention

- Analyse pastoral, behaviour, attendance, safeguarding and wellbeing data to identify trends and emerging needs.
- Use data to target interventions and allocate support effectively.
- Monitor the progress and impact of pastoral interventions and produce reports for senior leaders.
- Support quality assurance activities relating to pastoral provision.
- Contribute to student reviews, EHCP reviews and other reporting processes.

Risk Management and Safeguarding

- Maintain oversight of pastoral risk management processes.
- Support the development, implementation and review of individual student risk assessments.
- Ensure risk assessments remain accurate, current and reflective of presenting needs.
- Work closely with safeguarding leads to ensure concerns are escalated appropriately.
- Contribute to safeguarding strategy meetings and planning where required.
- Promote a culture of vigilance and safeguarding throughout the school.

Transition Coordination

- Lead pastoral transition arrangements for students joining the school.
- Coordinate transition assessments, information gathering and planning meetings.
- Develop individual transition plans to support successful entry into school.
- Build effective relationships with families, previous placements and professionals prior to admission.
- Support students and families throughout transition periods.
- Monitor the effectiveness of transition arrangements and adapt support where necessary.

Family and Professional Partnerships

- Develop positive relationships with parents, carers and families.
- Provide advice, guidance and support to families where appropriate.
- Act as a key point of contact for pastoral matters.
- Work collaboratively with external professionals to ensure coordinated support around each child.
- Contribute to annual reviews, professional meetings and consultation processes.

Other Duties

- Participate in safeguarding training and maintain an up-to-date knowledge of statutory guidance.
- Promote equality, diversity and inclusion.
- Maintain accurate records using school information systems.
- Undertake any other duties reasonably requested by the Headteacher commensurate with the level of responsibility of the post.

Person Specification

Essential

Qualifications

- Evidence of further professional development in pastoral care, mental health, safeguarding or trauma-informed practice.

Experience

- Experience of working with children and young people with SEMH, SEND or complex needs.
- Experience of leading pastoral or wellbeing provision.
- Experience of line managing staff.
- Experience of working effectively with families and external agencies.
- Experience of risk assessment and behaviour support planning.
- Experience of analysing data to inform interventions and provision.

Knowledge

- Strong understanding of trauma-informed practice and attachment-aware approaches.
- Knowledge of safeguarding legislation and guidance, including Keeping Children Safe in Education.
- Understanding of SEMH, behaviour, attendance and inclusion strategies.
- Understanding of multi-disciplinary working within specialist settings.

Skills and Attributes

- Excellent communication and relationship-building skills.
- Ability to lead and motivate staff.
- Strong organisational and analytical skills.
- Ability to remain calm and effective in challenging situations.
- Strong problem-solving and decision-making skills.
- Commitment to child-centred practice and positive outcomes for students.

Desirable

- Training in therapeutic approaches, restorative practice or attachment-based interventions.
- Experience of working within an independent specialist or SEMH school.
- Experience of supporting admissions and transition processes.
- Experience of contributing to EHCP reviews and annual review processes.

This role would sit comfortably as a Middle Leader with responsibility for Pastoral Care, Trauma-Informed Practice and Student Welfare.