Reports To

Pastoral lead

Job Purpose

To play a pivotal role in supporting pupils with Social, Emotional and Mental Health (SEMH) needs through a trauma-informed, relational, and therapeutic approach. The postholder will provide high-quality pastoral support, mentor those students on support plans, support with home visits for those on personalised inclusion timetables, and work closely with families.

The role is central to promoting emotional wellbeing, improving engagement in learning, supporting positive behaviour through understanding rather than punishment, and ensuring pupils feel safe, valued, and able to achieve their full potential.

Key Responsibilities

Pastoral Mentor

- Build consistent, trusting, and therapeutic relationships with pupils who have experienced trauma, adverse childhood experiences (ACEs), attachment difficulties, or significant barriers to learning.
- Act as a key adult for identified pupils, providing daily emotional support, mentoring, and advocacy.
- Deliver targeted interventions focused on emotional regulation, resilience, self-esteem, social skills, and wellbeing.
- Plan, deliver, and evaluate bespoke interventions for pupils identified on support plans, ensuring support is tailored to individual needs and identified outcomes.
- Monitor the progress of pupils on support plans, reviewing targets regularly and adapting interventions in response to emerging needs.
- Liaise with families, teaching staff, therapists, and external professionals to ensure a coordinated approach to supporting pupils on support plans.
- Maintain accurate records of intervention sessions, pupil engagement, progress against targets, and next steps.
- Contribute to support plan review meetings, providing evidence of impact and recommendations for ongoing support.

Inclusion Timetable

- Work alongside teaching staff, SEND professionals, therapists, and external agencies to ensure provision is appropriate and responsive.
- Monitor attendance, engagement, wellbeing, and progress of pupils on personalised timetables.
- Review and adapt provision regularly based on pupil needs and outcomes.
- Ensure all inclusion plans support successful participation in education while maintaining emotional safety.

Family Engagement and Home Visits

- Conduct home visits to strengthen partnerships between school and families and promote positive engagement.
- Develop trusting relationships with parents and carers, recognising the importance of family experiences and circumstances.
- Support families in understanding the school's trauma-informed and therapeutic approach.
- Identify barriers affecting attendance, wellbeing, behaviour, and engagement and work collaboratively to overcome them.
- Provide guidance, signposting, and support to access appropriate services where required.
- Record and report outcomes of visits in accordance with safeguarding and confidentiality procedures.
- Attend and contribute to multi-agency meetings and reviews.

Trauma-Informed Practice

The postholder will:

- Demonstrate an understanding of the impact of trauma, attachment, loss, and adverse childhood experiences on behaviour and learning.
- Promote a culture of safety, trust, empathy, and belonging.
- Use relational approaches that seek to understand the function of behaviour and respond with curiosity and compassion.
- Support restorative practices that repair relationships and build accountability.
- Champion pupil voice and participation in decision-making.
- Contribute to a whole-school culture where behaviour is viewed as communication.

General Responsibilities

- Safeguard and promote the welfare of all pupils.
- Maintain high standards of professionalism, confidentiality, and ethical practice.
- Contribute positively to the school's therapeutic and trauma-informed culture.
- Engage in reflective practice, supervision, and continuous professional development.
- Undertake other duties appropriate to the role as directed by the Senior Leadership Team.

Person Specification

Essential

- Experience working with children and young people with SEMH needs.
- Strong understanding of trauma-informed and attachment-aware practice.
- Experience supporting pupils presenting with challenging behaviour and emotional dysregulation.
- Excellent communication and relationship-building skills.
- Ability to remain calm, reflective, and solution-focused under pressure.
- Knowledge of safeguarding and child protection procedures.
- Commitment to inclusive and restorative approaches.
- Willingness to complete CPI training.

Desirable

- Knowledge of attachment theory, restorative practice, and relational behaviour approaches.
- Experience conducting home visits and multi-agency working.
- Qualifications in youth work, counselling, psychology, social care, behaviour support, safeguarding, or education.

Key Outcomes

- Improved emotional wellbeing, engagement, and attendance.
- Increased pupil capacity for self-regulation and positive relationships.
- Effective implementation of trauma-informed and CPI practices.
- Strong, collaborative partnerships with families.
- Improved educational and social outcomes for pupils with SEMH needs.
- A safe, nurturing, and inclusive learning environment where every pupil feels understood, supported, and valued.

- Demonstrable progress against targets identified within interventions, resulting in improved behaviour, emotional regulation, attendance, engagement, and readiness to learn.
- Support pupils in understanding and managing emotions through restorative and trauma-informed approaches.
- Assist pupils in developing strategies for self-regulation and positive engagement with learning.
- Work collaboratively with teachers, therapists, safeguarding staff, and external agencies to provide holistic support.
- Support pupils during periods of transition, reintegration, or crisis recovery.
- Maintain detailed records of interventions, pupil progress, and outcomes.