**Pastoral Manager**

**Job Description**

We are seeking an experienced and dedicated practitioner to lead the inclusion, behaviour, safeguarding, and attendance strategies within our specialist SEND (Special Educational Needs and Disabilities) and SEMH (Social, Emotional, and Mental Health) setting.

The successful candidate will play a critical role in the development of inclusive practices, analysing and supporting pupil behaviour, safeguarding vulnerable students, and promoting positive attendance across the school.

This role requires a strong leader with strategic and analytical skills, knowledge and experience of educational settings and pupils with additional needs.

**Responsible to:** Headteacher/Deputy Headteacher

**Line Management Responsibilities:** Pastoral Team & Pupil Support

**Key Task Areas and Responsibilities**

**Designated Safeguarding Lead (DSL) Responsibilities:**

Act as the Designated Safeguarding Lead (DSL) for the school, ensuring safeguarding policies and procedures are followed in line with statutory guidance and best practice.

Take the lead on all safeguarding issues, including identifying, investigating, and responding to concerns of abuse, neglect, or other child protection issues.

Provide advice, support and regular training to staff on safeguarding issues and ensure they are trained to identify and report concerns.

Work closely with external agencies (social workers, local authority services, etc.) to coordinate safeguarding interventions and support for vulnerable students and their families.

Maintain accurate, confidential records of all safeguarding concerns, referrals, and actions taken, ensuring compliance with the school’s safeguarding protocols and data protection policies.

Regularly review and update safeguarding practices in line with changes in legislation (e.g., Keeping Children Safe in Education), ensuring the school is compliant with all relevant safeguarding requirements.

Provide regular updates to the Headteacher and governing body on safeguarding matters, including trends, incidents, and the effectiveness of safeguarding measures

**Behaviour & Inclusion Responsibilities**

Work with other senior leaders and school staff to create a positive and safe environment which promotes tolerance and where everyone is treated respectfully.

Provide day to day operational support to staff and pupils ensuring good practice and OFG policies are adhered to.

Lead and manage the school’s Person-Centred Behaviour Policy and Trauma Informed Practice Strategy (TIP) ensuring it is consistently applied across the school and supports students with SEND and SEMH needs.

To lead on the school’s Restraint Reduction Strategy and monitor the quality of positive handling (CPI) through evidence-based systems.

Encourage and support positive behaviour by recognising and flexibly supporting pupils’ individual needs.

Work collaboratively with the pastoral team and families to identify and address barriers to learning.

Develop, implement, and monitor personalized behaviour support plans (BSPs) for students, in collaboration with teaching staff, pastoral team, clinical professionals and external professionals. Identifying both universal and personalised measures to support pupils to be the best version of themselves.

Provide advice, support and training to staff.

Track and monitor incident data identifying patterns, making data-driven decisions to adjust strategies and interventions as necessary, at a whole school and individual level.

Develop restorative approaches and strategies to address conflicts and support students in rebuilding relationships.

**Attendance Responsibilities:**

Lead and manage the school’s attendance strategy, promoting high levels of attendance and punctuality across the school.

Monitor student attendance data closely, identifying patterns of absence and implementing interventions for students at risk of persistent absence or disengagement.

Work collaboratively with the pastoral team and families to address attendance concerns, including conducting home visits, meetings, and maintaining regular communication with parents/carers.

Implement strategies to improve attendance for students with SEND, SEMH, and other vulnerabilities, ensuring that these students have the support needed to engage with their education.

Maintain accurate records of student attendance and lateness, providing regular reports to senior leadership and other relevant stakeholders.

Liaise with external agencies, such as educational welfare officers, to ensure that all legal and procedural requirements around attendance are met.

Provide regular attendance reports to senior leadership and governing bodies, identifying trends and offering recommendations for improvement

**General**

Exercises vigilance in respect of Health and Safety and promptly report all hazards and/or remedying them where appropriate.

Undertake all duties in a manner calculated to minimise or avoid unnecessary risks, personally or to others.

Operates at all times in accordance with company policies and procedures, with particular reference to Safeguarding, Child Protection, Whistleblowing, Complaints and Representations and Behaviour Policies.

Report issues and/or incidents relating to staff and students that have arisen in the day promptly to the relevant Line Manager or appropriate person.

Participate in training and take responsibility for personal development.

Participate in team meetings, supervisions and annual reviews in accordance with Company policy and the standards set by the Regulatory Body.

Work to promote the centre as a valued, professional asset within its community and also to promote a culture that individuals and staff conduct themselves at all times in a manner that reinforces this image.

Ensure that all actions are in the interests of the students and the Company.

To work to and exhibit the values of the Company and maintain standards of behaviour in accordance with Company policies, procedures and practices.

To carry out any other reasonable and relevant duties as required

**Essential Skills and Qualifications:**

Significant relevant experience in an educational setting, preferably within SEND or SEMH provisions.

Strong experience in managing behaviour and developing interventions for students with SEND and SEMH needs.

Proven track record in safeguarding, ideally as a Designated Safeguarding Lead or deputy DSL, with a thorough understanding of safeguarding protocols and procedures.

Experience of managing and improving student attendance, particularly for students with complex needs.

Excellent communication skills with the ability to engage effectively with students, parents, staff, and external agencies.

Strong organizational and leadership skills, with the ability to manage multiple priorities and interventions simultaneously.

A proactive and solution-focused approach to problem-solving and addressing complex issues.

Experience of managing a team or leading inclusion initiatives.

Strong empathy and a commitment to supporting the emotional well-being and academic success of students with SEND and SEMH needs

Additional qualifications in SEND, SEMH, Behaviour Management, or Safeguarding.

Knowledge of restorative practices or therapeutic interventions in a school environment.

Experience working with external agencies and support services to improve outcomes for vulnerable students

**Personal Attributes:**

A compassionate and empathetic approach to working with children and families, particularly those facing challenges related to SEND and SEMH.

Ability to work independently and as part of a team, managing a range of responsibilities simultaneously.

Strong commitment to equality, diversity, and inclusion in all aspects of school life.

Resilient and calm under pressure, with a clear focus on positive outcomes for students.

A passionate advocate for the inclusion and well-being of all students, with a focus on creating a safe, supportive, and inclusive learning environment