



JOB TITLE Pastoral Learning Mentor (supervisory) , with multi agency Liaison and safeguarding responsibilities
JOB NO

SERVICE AREA Schools _____ **SECTION** Education Support _____

LOCATION _____ **GRADE** G6 _____ **SCP's** 018 - 023 _____

PURPOSE OF JOB:

To support the school by addressing the needs of individual pupils requiring help to overcome barriers to learning and participation; have a particular regard for vulnerable children.

Working in partnership with families, pupils, staff and other agencies.

To support the school and pupils in securing excellent behaviour at all times, and ensuring excellent pastoral care.

RESPONSIBILITY LINKS

Reports to: ELT

Responsible over: Infant and Junior staff within the remit of the post holder

SPECIAL CONDITIONS: Member of Inclusion Team

MAIN ACTIVITIES:

- Develop a 1:1 mentoring relationship with children needing individual support as identified by education professionals or parents/carers. Negotiate an action plan with which has clear goals and hold regular reviews.
- Carry out the duties of a DDSL as part of the Federation Inclusion/Safeguarding team, including Child in Need, Child Protection; and Lead Co-ordinator of allocated Families First Cases.
- Secure positive support and involvement with parents/carers with regard to their child's education and positive behaviour and learning.. Maintain regular contact with parents/carers.
- Understanding the primary rights and responsibilities of parents when raising their children and supporting parents to make positive changes.
- 'Champion' positive behaviour throughout the school, including organising the termly behaviour capture and collating the data from this to present to the Inclusion Lead and Governors.
- Support pupils and staff with behaviour issues
- Work closely with staff and pupils during break and lunchtimes and facilitate the investigation of incidents relating to poor behaviour and feedback the outcome of these investigations to parents where necessary.
- To promote the least intrusive positive handling strategy and a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies

being used and exhausted before positive handling strategies are utilised.

- Devise ways in which to support the emotional wellbeing of pupils, including anger management, self esteem, emotional resilience etc
- Identify pupils who would benefit from a range of intervention programmes and deliver on a 1:1 or small group basis, including SALT interventions, friendships groups, and support the Nurture Groups.
- Support identified children in class when necessary, to overcome barriers to learning due to SEMH issues.
- Identify and refer pupils who are experiencing difficulties to other relevant agencies, with parental permission.
- Keep teaching staff and others informed in a timely manner of issues in relation to Child Protection and strategies used with mentees to secure the breakdown of barriers to learning and progress towards goals on the action plan. Additionally, keep teaching staff informed in a timely manner in regard to instances of poor behaviour, the application of sanctions and strategies to secure adherence to the code of conduct.
- Compile and maintain adequate and sufficient records including CPOMS.
- Work closely with the appropriate staff including the FSW, Senco and others. Call and/or attend meetings with other professionals as necessary, including weekly inclusion meetings.
- Promote the speedy and effective transfer of pupils and information from infant to junior and junior to secondary schools and with particular reference to transition issues.
- Have knowledge of the range of activities and course opportunities, organizations and individuals that could be drawn upon to provide extra support for pupils and families, and access these as necessary.
- Facilitate the sharing of information between local agencies, schools, authorities and other professionals.
- Communicate and network with other professionals, share best practice and attend inset and training as appropriate.
- Supervising junior members of staff as required.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure equal opportunities for all.
- Liaise with parents of children who face barriers to learning to secure the best possible support packages both inside and outside of school. This will involve a lot of parental contact, with the ability to handle issues, concerns, complaints etc.

EMPLOYEE SPECIFICATION

DATE PREPARED: 2013

SCP's Revised October 2025



Walsall Council

Job No: _____ Job Title: _____ Grade: <u>G6</u>		
Service Area: Schools Section: Education Support		
Using the Job Description consider what abilities are required by a person to perform each of the main activities of the job safely and effectively.	Indicate when Assessment is possible: at shortlist=S interview=I both=S/I test = T	WEIGHT CODE shows relative importance Low=1 Medium=2 High=3
Define the essential abilities clearly and unambiguously in terms that are measurable and observable and record them in the space below:-		
Full working knowledge of relevant policies/ codes of practice and awareness of relevant legislation especially KCSIE and the SEND Code of Practice.		
Working knowledge of national curriculum and other relevant learning programmes		
Understanding of principles of child development and learning processes and in particular barriers to learning. Understand and consistently demonstrate through their practice the six principles of Nurture.		
Ability to communicate effectively with young people, families, other agencies and school staff.		
Must be able to use de-escalation techniques to diffuse difficult situations or prevent them deteriorating		
To be able to work as part of a team		
Effective use of ICT		
A willingness to attend meetings		
Be adaptable and versatile		

Experience of support children in the learning environment		
An awareness of, and commitment to, equality of opportunity	I	
Experience: specify type, level and length required; if any.		
Experience working with children of relevant age		
Experience of working with pupils with additional needs		
Experience of working with disadvantaged and hard to reach families in a professional capacity		
Experience of working with children who experience social, emotional and behavioural difficulties		
Qualification: specify type and level required (including equivalents); if any.		
Very good numeracy/literacy skills		
NVQ 3 for Teaching Assistants or equivalent qualification or experience		
Relevant training eg. in Child Protection, Team Teach, Domestic Violence, Mentoring, Early Help/Families First		
Prepared by: Lucinda Adlington	Date: April 2026	