

Pastoral Support Officer and Assistant DSL
Job Description and Person Specification

School	King Edward VI King
Job title	Pastoral Support Officer (Year 11 Focus) and Assistant DSL
Salary/grade	NJC SCP 09 – 22. Pro Rata - £23,938.65 - £29,599.64
Hours	36.5
Working pattern	Term Time Only
Responsible to	Assistant Headteacher – Pastoral / Head of Year 11 / Designated Safeguarding Lead
Responsible for	No direct reports
Contract type	Permanent

Job Description

Job Purpose

The Pastoral Support Officer (Year 11 focus in the first year) and Assistant DSL will provide consistent, visible and responsive pastoral support for Year 11 pupils, helping them to attend, engage, behave positively, manage barriers to learning and make a successful transition to examinations and post-16 education, employment or training.

The postholder will manage targeted pastoral casework, work closely with families and coordinate support with teachers, the attendance team, SEND staff, careers staff, external agencies and senior leaders. The role will combine high expectations with practical, relational and inclusive support.

As an Assistant Designated Safeguarding Lead, the postholder will undertake safeguarding duties delegated by the Designated Safeguarding Lead, act promptly on concerns and contribute to effective child-protection and multi-agency practice. The Designated Safeguarding Lead retains lead responsibility for safeguarding and child protection.

Main Responsibilities

1. Year 11 Pastoral Support and Case Management

- Provide a consistent and visible pastoral presence for Year 11 pupils throughout the school day.
- Build positive, professional relationships with pupils and use these relationships to promote safety, engagement, resilience and high expectations.
- Identify pupils requiring additional support and maintain a manageable caseload of targeted pastoral interventions agreed with the Head of Year or senior pastoral leader.
- Complete regular pupil check-ins, solution-focused meetings and reviews, recording agreed actions and evaluating impact.
- Develop and monitor individual support, behaviour, attendance, reintegration or risk-management plans in collaboration with relevant colleagues.
- Respond to day-to-day pastoral incidents calmly and consistently, including conflict, friendship difficulties, emotional distress, low-level behaviour concerns and barriers to learning.
- Support restorative conversations and help pupils repair relationships, understand consequences and make positive choices.
- Coordinate reintegration following suspension, extended absence, alternative provision or other significant disruption to education.
- Support pupils at risk of disengagement, exclusion, persistent absence or becoming not in education, employment or training after Year 11.
- Ensure that pupil voice informs support plans and that pupils understand the help available to them.

2. Attendance, Punctuality, Behaviour and Engagement

- Monitor Year 11 attendance, punctuality, behaviour, lesson engagement and achievement information, identifying patterns that require early intervention.
- Work with the attendance team, tutors, subject teachers and pastoral leaders to follow up concerns and coordinate proportionate support and challenge.
- Make timely contact with parents and carers regarding pastoral, attendance or behaviour concerns, maintaining clear and professional records.
- Support attendance meetings, behaviour reviews, reintegration meetings and parent conferences, preparing information and tracking agreed actions.
- Contribute to strategies that reduce persistent and severe absence and improve punctuality, including targeted mentoring and family engagement.
- Use the school behaviour policy consistently while considering safeguarding, SEND, medical, mental-health and contextual factors.
- Support positive-recognition systems, Year 11 rewards, assemblies, celebration events and other activities that strengthen belonging and motivation.
- Provide supervised support for pupils who are temporarily removed from lessons or require a planned pastoral reset, in line with school procedures.
- Escalate patterns of concern promptly to the appropriate pastoral, safeguarding, attendance or senior leader.

3. Assistant Designated Safeguarding Lead Duties

- Work as an active member of the school safeguarding team and carry out responsibilities delegated by the Designated Safeguarding Lead.
- Receive and respond to safeguarding concerns, disclosures and incidents promptly, following school procedures and seeking direction from the DSL where required.
- Record concerns, decisions, actions and outcomes accurately on the school safeguarding system, maintaining clear chronologies and secure records.
- Support staff with safeguarding advice and ensure that concerns are passed to the DSL or an authorised deputy without delay.
- Make or support referrals to children's social care, the police, early help or other agencies when delegated and appropriately trained to do so.
- Attend or contribute to child-protection conferences, core groups, strategy discussions, early-help meetings and multi-agency planning when delegated.
- Monitor the welfare, attendance and educational engagement of pupils subject to child-protection, child-in-need, early-help or other safeguarding plans.
- Recognise and respond to safeguarding issues including neglect, physical abuse, emotional abuse, sexual abuse, child-on-child abuse, exploitation, domestic abuse, online harm, radicalisation, self-harm and mental-health concerns.
- Support appropriate information sharing with staff and partner agencies on a need-to-know basis, balancing confidentiality with the welfare and safety of the child.
- Act as a safeguarding point of contact when requested and, if formally authorised, provide cover when the DSL is unavailable.
- Contribute to safeguarding training, staff briefings, policy review, audits and the development of a strong whole-school safeguarding culture.
- Support the secure transfer of safeguarding information when Year 11 pupils leave, working with the DSL and receiving post-16 providers.
- Report concerns or allegations about adults in accordance with the school's managing-allegations and low-level-concerns procedures, without undertaking an investigation.

4. Wellbeing, Inclusion and Vulnerable Pupils

- Provide proportionate early support for pupils experiencing anxiety, bereavement, family difficulties, bullying, low confidence, relationship issues or other barriers to school engagement.
- Recognise the limits of the role and refer pupils to appropriately qualified staff or external services where specialist assessment or therapeutic support is required.

- Work closely with the SENCO and inclusion team to ensure that pastoral approaches take account of pupils' special educational needs, disabilities and reasonable adjustments.
- Contribute to support for children with a social worker, looked-after and previously looked-after children, young carers and other pupils who may be vulnerable.
- Promote respectful relationships, equality, inclusion and a culture in which pupils feel able to seek help.
- Support anti-bullying, online-safety, healthy-relationships and wellbeing initiatives relevant to Year 11.
- Respond appropriately when a pupil is distressed or dysregulated, following risk assessments, safety plans and emergency procedures.

5. Examinations, Achievement and Post-16 Transition

- Work with curriculum, pastoral and examinations staff to identify Year 11 pupils whose attendance, behaviour, wellbeing or personal circumstances may affect examination readiness.
- Support pupils to develop routines for revision, organisation, homework, equipment and meeting key deadlines, without taking responsibility for subject teaching.
- Help coordinate pastoral support during mock and public examinations, including support for examination anxiety and timely escalation of welfare concerns.
- Promote excellent attendance during examination periods and work with families to address avoidable absence.
- Liaise with the careers leader, SEND staff and external providers to support appropriate post-16 applications, transition planning and destination tracking.
- Provide targeted support for pupils at risk of not securing or sustaining a suitable post-16 destination.
- Support transition information sharing with colleges, sixth forms, apprenticeship providers and other settings, ensuring safeguarding and data-protection requirements are followed.
- Contribute to Year 11 events such as information evenings, results-day support, leavers' arrangements and transition activities as directed.

6. Family and Multi-Agency Working

- Establish constructive relationships with parents and carers, including those who may be anxious, frustrated, distressed or reluctant to engage.
- Communicate expectations clearly while listening carefully to family circumstances and identifying practical barriers to improvement.
- Coordinate or contribute to meetings with parents, carers and professionals, ensuring actions, responsibilities and review dates are clear.
- Work effectively with local authority services, children's social care, early help, health professionals, youth services, police, alternative provision and post-16 providers as appropriate.
- Undertake home visits only when authorised, risk assessed and conducted in accordance with school policy, normally with another member of staff.
- Escalate non-engagement or increasing risk in line with safeguarding, attendance and pastoral procedures.

7. Administration, Records and Communication

- Maintain accurate, timely, confidential and auditable records of pastoral contacts, interventions, meetings, safeguarding actions and outcomes.
- Use the school management information system, safeguarding platform, communication systems and spreadsheets effectively.
- Prepare reports, chronologies, meeting notes, support plans, referrals and case summaries to a high professional standard.
- Provide relevant updates to tutors, teachers, pastoral leaders and senior staff while respecting confidentiality and information-sharing principles.
- Monitor agreed actions and review dates, following up promptly where progress is limited or risks increase.
- Contribute to analysis of Year 11 pastoral, attendance, behaviour and safeguarding information to identify priorities and evaluate intervention impact.
- Handle personal and safeguarding information in accordance with UK GDPR, data-protection legislation, school policy and records-retention requirements.

8. Professional Responsibilities

- Promote and safeguard the welfare of children and young people at all times.
- Follow the school's safeguarding, child-protection, behaviour, attendance, SEND, equality, health and safety, online-safety and data-protection policies.
- Maintain Assistant DSL knowledge and training in line with current statutory guidance, local safeguarding arrangements and school expectations.
- Participate in supervision, case review, professional development and performance-management arrangements.
- Maintain calm, respectful and professional boundaries, including when dealing with conflict or highly sensitive information.
- Work flexibly and collaboratively as part of the wider pastoral and safeguarding team.
- Undertake other duties reasonably associated with the role and grade.

Working Requirements

- The role involves regular contact with pupils who may be distressed, dysregulated, at risk or making safeguarding disclosures.
- The postholder may be required to respond promptly to urgent safeguarding or pastoral matters during the school day.
- Some flexibility may be required for Year 11 parent events, examination periods, results day, transition activities and relevant multi-agency meetings.
- Home visits or off-site meetings will only take place when authorised and in accordance with school risk-assessment and lone-working procedures.
- The postholder must maintain appropriate professional boundaries and personal resilience when managing sensitive or challenging casework.

Key Working Relationships

- Designated Safeguarding Lead, deputy DSLs and safeguarding team.
- Assistant Headteacher or senior leader responsible for pastoral care.
- Head of Year 11, tutors, teaching staff and pastoral support colleagues.
- Attendance, behaviour, examinations, careers and data teams.
- SENCO, inclusion staff, designated teacher and mental-health or wellbeing staff.
- Pupils, parents, carers and governors.
- Children's social care, early help, local authority services, police, health professionals and other external agencies.
- Colleges, sixth forms, apprenticeship providers and other post-16 settings.

Performance Measures

- Quality, timeliness and impact of Year 11 pastoral interventions and case management.
- Improvement in identified pupils' attendance, punctuality, engagement or behaviour against agreed targets.
- Accuracy, completeness and confidentiality of pastoral and safeguarding records.
- Prompt and appropriate response to safeguarding concerns and effective contribution to multi-agency work.
- Quality of communication and working relationships with pupils, families, colleagues and partner agencies.
- Effective support for Year 11 examination readiness and post-16 transition.
- Compliance with school policies, statutory guidance and professional standards.
- Contribution to continuous improvement in pastoral and safeguarding practice.

General Statement

This job description describes the main duties of the post at the date it was prepared. It is not intended to be an exhaustive list. Duties may be reviewed and amended following consultation with the postholder to reflect the changing needs of the school, provided that they remain appropriate to the role and grade.

Person Specification

Candidates will be assessed through the application form, selection activities, interview, references and other pre-employment checks.

Qualifications and Training

Criterion	Essential	Desirable
Good standard of general education, including GCSE English and mathematics at grade 4/C or above, or equivalent	Yes	
Evidence of relevant continuing professional development	Yes	
Safeguarding and child-protection training appropriate to school staff	Yes	
Completed DSL or deputy DSL training, or willingness and ability to complete required training before undertaking delegated duties	Yes	
Qualification in youth work, pastoral care, education support, counselling skills, social care or a related field		Yes
Training in mental-health awareness, restorative practice, trauma-informed practice or de-escalation		Yes
First-aid qualification		Yes

Experience

Criterion	Essential	Desirable
Experience of working effectively with secondary-age pupils	Yes	
Experience of providing pastoral, behaviour, attendance, inclusion or welfare support	Yes	
Experience of handling confidential and sensitive information	Yes	
Experience of accurate case recording, report writing and use of electronic systems	Yes	
Experience of communicating with parents and carers in challenging or sensitive circumstances	Yes	
Experience of responding appropriately to safeguarding concerns or disclosures	Yes	
Experience of working in a secondary school or similar educational setting		Yes
Experience of working specifically with Year 11 pupils		Yes
Experience as a DSL, deputy DSL, Assistant DSL or active member of a safeguarding team		Yes
Experience of multi-agency working, early help, child-protection or child-in-need processes		Yes
Experience of supporting pupils at risk of exclusion, persistent absence or post-16 disengagement		Yes
Experience of supporting transition to college, sixth form, apprenticeships or other post-16 provision		Yes

Knowledge and Understanding

Criterion	Essential	Desirable
Understanding that safeguarding and promoting children's welfare is everyone's responsibility	Yes	
Knowledge of indicators of abuse, neglect, exploitation and other safeguarding risks	Yes	
Understanding of how to respond to a disclosure, record a concern and escalate risk	Yes	
Understanding of confidentiality, information sharing, UK GDPR and secure record keeping	Yes	
Understanding of adolescent development and factors affecting behaviour, wellbeing and engagement	Yes	
Understanding of the relationship between attendance, safeguarding, inclusion and educational outcomes	Yes	
Knowledge of current statutory safeguarding guidance for schools and multi-agency working		Yes
Knowledge of child-protection, child-in-need and early-help processes		Yes
Knowledge of SEND, reasonable adjustments and inclusive pastoral practice		Yes
Knowledge of post-16 pathways and transition risks for vulnerable pupils		Yes
Awareness of contextual safeguarding, child-on-child abuse, online harm and exploitation		Yes

Skills and Abilities

Criterion	Essential	Desirable
Excellent communication and relationship-building skills with young people and adults	Yes	
Ability to listen carefully, remain curious and respond sensitively without making promises of confidentiality	Yes	
Ability to remain calm, professional and decisive during distressing, urgent or confrontational situations	Yes	
Ability to balance empathy and support with clear expectations, challenge and accountability	Yes	
Strong organisation, prioritisation and case-management skills	Yes	
Ability to assess information, identify risk and escalate concerns promptly	Yes	
Ability to write accurate, objective and professional records, chronologies and reports	Yes	
Ability to work effectively with families who may be reluctant, anxious or difficult to engage	Yes	
Ability to work collaboratively with teachers, senior leaders, support staff and external professionals	Yes	
Ability to use management information, safeguarding and communication systems confidently	Yes	

Criterion	Essential	Desirable
Ability to analyse attendance, behaviour and pastoral data to identify patterns and evaluate impact	Yes	
Ability to lead meetings or contribute confidently to multi-agency discussions		Yes
Ability to deliver staff briefings or pupil workshops on pastoral or safeguarding themes		Yes

Personal Qualities

Criterion	Essential	Desirable
Warm, approachable and able to establish trust while maintaining professional boundaries	Yes	
Calm, resilient and dependable under pressure	Yes	
Discreet, trustworthy and committed to confidentiality	Yes	
Professionally curious and willing to challenge respectfully when a child may be at risk	Yes	
Consistent, fair and able to model high expectations	Yes	
Patient, reflective and able to learn from supervision and feedback	Yes	
Committed to safeguarding, equality, diversity and inclusion	Yes	
Committed to improving outcomes for vulnerable and disadvantaged pupils	Yes	
Flexible and willing to undertake training and keep knowledge up to date	Yes	
Positive, solution-focused and able to work as part of a team	Yes	

Additional Requirements

- Demonstrate suitability to work with children and young people.
- Complete all required pre-employment checks, including an enhanced Disclosure and Barring Service check and barred-list check where legally applicable.
- Provide satisfactory references and evidence of the right to work in the UK.
- Complete and maintain safeguarding and Assistant DSL training required by the school and local safeguarding arrangements.
- Comply with the school code of conduct, safeguarding procedures, confidentiality expectations and acceptable-use requirements.
- Declare any relevant conflicts of interest or circumstances that may affect the role.

Safeguarding Statement

King Edward VI King's Norton School for Boys is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to share this commitment. The successful candidate will be subject to appropriate safer-recruitment checks, which may include an enhanced DBS check, barred-list check, references, identity checks, qualification checks, online searches and verification of the right to work in the UK.

Equality Statement

King Edward VI King's Norton School for Boys is committed to equality of opportunity, valuing diversity and creating an inclusive working environment. Applications are welcomed from all suitably qualified candidates. Reasonable adjustments will be made throughout the recruitment process where required.