



Job Description

Job Title	Head of Pastoral
Department	SGS Create
Reporting to:	Deputy Head SGS Create
Post reference:	
Main Purpose of the role	
The Head of Pastoral (KS4) is responsible for leading and coordinating all aspects of pastoral care, wellbeing, and student support for Key Stage 4 students (ages 14–16). This role ensures that students' social, emotional, and personal development is effectively supported within an inclusive and respectful school environment. The postholder plays a key role in promoting a positive culture that underpins academic success and personal growth, fostering high standards of behaviour, engagement, and mutual respect across the school community. The postholder leads the pastoral provision across Year 10 and Year 11, taking ownership of behaviour management systems, including the effective use of rewards, praise, and sanctions. Working closely with the Senior Leadership Team, the Head of Pastoral line manages the two Heads of Year to deliver a cohesive and inspiring student experience. A consistent and visible presence around the school is essential, with a strong focus on improving behaviour, attendance, and safeguarding outcomes through timely interventions and appropriate referrals to the Wellbeing Mentor and Designated Deputy Safeguarding Lead (DDSL).	
Key Tasks / responsibilities:	
Key Responsibilities • The postholder will report directly to the Deputy Head for matters relating to academic progress, behaviour, and attendance, and for any issues connected to SEND or EHCPs. • The postholder will line manage the two Heads of Year, providing support and guidance to ensure consistent practices are implemented and that effective communication with parents is maintained. • Responsibilities include overseeing the personal development of students across both year groups, working closely with teaching staff to monitor student progress, behaviour, and wellbeing. • The postholder will lead the pastoral care provision for Key Stage 4 students, ensuring high standards of welfare and behaviour are upheld.	

- The postholder will act as an aspirational and motivational leader to the Heads of Year and will be responsible for the planning and organisation of parent information sessions.
- The role involves implementing strategies to support students' mental health, emotional wellbeing, and personal development.
- The postholder will continue to develop the PSHE curriculum in collaboration with the PE and PSHE teaching team, including sourcing external contributors to enrich delivery and ensure content meets national guidelines and the needs of learners.
- Some elements of the PSHE curriculum that may be more sensitive in nature will be delivered directly by the postholder.
- The postholder will work closely with the Designated Deputy Safeguarding Lead (DDSL) to ensure safeguarding policies and procedures are consistently upheld.
- A key part of the role is providing holistic support and guidance to students to ensure their wellbeing, personal development, and positive engagement with education.
- The postholder will oversee behaviour management strategies to ensure a positive, respectful, and inclusive learning environment.
- The role requires liaising with parents and carers to address concerns, provide targeted support, and maintain effective relationships between school and home, including stepping in to support or cover for Heads of Year when necessary.
- The postholder will lead on the organisation of year group celebrations, including the planning of prom, leavers' hoodies, and other initiatives that foster a strong sense of belonging and school identity.
- Supporting students in their preparation for GCSEs, future education and career pathways, and overall personal development will form a key aspect of the role.
- The postholder will work in partnership with external agencies, counsellors, and social workers to support students experiencing challenges.
- The postholder will act as the designated teacher for children looked after.
- Individualised pastoral support will be provided by the postholder to students with identified needs, working in collaboration with families and external professionals to contribute to the development and implementation of tailored support plans.
- The postholder will lead on the delivery of pastoral training for both teaching and support staff, promoting best practices in student wellbeing and care.
- The postholder will act as the key point of contact for teachers, lecturers, and support staff across SGS Create and within the wider college vocational provision regarding behavioural concerns. They will be responsible for the daily monitoring and actioning of the intervention tracker, ensuring responsibilities are triaged appropriately.
- The postholder will chair inclusion and attendance meetings fortnightly with key staff to review concerns and ensure timely and effective interventions are in place.

- Where appropriate, the postholder may accompany Heads of Year on home visits or off-site meetings to support learner re-engagement and wellbeing.

Qualification & Skills

- Teacher qualification
- Relevant experience working with young people in an educational or youth support setting, preferably within a SEMH or similar environment.
- Strong understanding of emotional literacy principles and the ability to support young people in developing emotional awareness and regulation and pastoral support..
- Knowledge of different emotional support strategies and interventions.
- Strong knowledge of external agencies and processes
- Line management experience

Communication and Interpersonal Skills

- Excellent communication and interpersonal skills, with the ability to build trusting relationships with students, parents, and staff.
- Empathy, patience, and the ability to remain calm in challenging situations.
- Good organisational and time management skills to effectively plan and deliver support sessions.
- An understanding of safeguarding procedures and a commitment to the welfare and safety of students.
- Ability to work collaboratively as part of a multidisciplinary team.
- Flexibility and adaptability to meet the evolving needs of students and the school.
- Ability to remain calm and composed in challenging situations and manage personal emotions appropriately.
- Resilience to handle potentially difficult and sensitive emotional issues.
- Excellent verbal and written communication skills to establish rapport and effectively communicate with students, parents, and staff.
- Empathy, patience, and the ability to listen actively and non-judgmentally.

Role Dimensions

- Pastoral Support
- Emotional Literacy Development
- Social Skills Development
- Behaviour Management
- Individual and Group Sessions
- Collaboration and Consultation
- Assessment and Progress Monitoring
- Referral and Signposting
- Record Keeping and Documentation:

Key Interfaces

- Head Teacher
- Deputy Head
- Director of Education Support Operations and Director of Safeguarding
- Curriculum staff
- Deputy Designated Safeguarding Lead
- Well-being Mentor and Well-being team
- Learners
- Parents/careers
- Local Authority's and external agencies
- SGS Curriculum managers and tutors

Supporting College Goals and Values – all roles					
In addition to the particular requirements and characteristics of individual roles, all people employed by SGS College are expected to actively support the achievement of the College's goals and, at all times, both internally and externally, to behave in a manner consistent with the College's mission and values. This means: • Performing your role and delivering your service in a way that helps the College achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments. • Promoting the image of the College as one that is committed to the highest standards of delivery and service. • Sharing the College's commitment to safeguarding and prioritising the welfare of learners, young people and vulnerable adults and demonstrating it in your day-to-day work. • Sharing and prioritising the effective implementation of the College's Equality and Diversity Policy. • Promoting and implementing best practice in Health and Safety,					
Measurable Performance Standards for this role					
• Progress and Outcomes: Demonstrating measurable progress and positive outcomes in students' emotional well-being, social skills development, and behaviour management, as evidenced through assessments, observations, and feedback. • Collaborative Efforts: Actively collaborating and effectively communicating with teachers, staff, and other professionals to address the emotional needs of students, providing timely advice, guidance, and support. • Behaviour Management: Implementing strategies and interventions that lead to improved behaviour and self-regulation in students, as reflected in reduced disruptive behaviour incidents and improved classroom engagement. • Documentation and Record Keeping: Maintaining accurate and up-to-date records of sessions, assessments, progress reports, and referrals, ensuring confidentiality and compliance with data protection regulations. • Professional Development: Participating in ongoing professional development activities to enhance knowledge and skills in areas related to emotional support, social-emotional learning, and behaviour management. • Feedback and Evaluation: Seeking feedback from students, colleagues, and supervisors to assess the effectiveness of support interventions and making necessary adjustments based on feedback received.					
Level of Disclosure and Barring (DBS) disclosure required					
Enhanced with barred list checks					
Author and Date					
Tom Beer 01/09/2025					
Job Evaluation (for HR Completion)					
Score		Profile		Level	

As the needs of the College change, so the above job profile, duties and location of the role within the College may be adjusted accordingly.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

Person Specification

Head of year / Pastoral Lead – SGS Create



Criteria	Essential	Desirable	Assessed by
Qualifications and attainments			
Good general education at Level 4 or above, including English and maths.	✓		Application form
Teaching or HLTA qualification	✓		Application form
- Level 2 or Level 3 Supporting Teaching and Learning Qualifications - Level 2 Certificate in Supporting Teaching and Learning in Schools - Level 3 Diploma in Specialist Support for Teaching and Learning in Schools - Level 3 Safeguarding		✓	Application form - any of, not all
Experience and knowledge			
Effective communication skills, including active listening, empathy, and non-judgmental communication, to establish rapport, understand student needs, and provide appropriate support.	✓		Application form/interview
Prior experience working with children or in an educational setting.	✓		Application form/interview
Experience of developing PSHE curriculum to meet national guidelines and emerging needs of our learners	✓ ☐		
Behaviour Management: Experience or knowledge of behaviour management techniques	✓		Application form/interview
Experience of working in a pastoral role with young adults	✓ ☐		

Criteria	Essential	Desirable	Assessed by
A solid understanding of emotional well-being, mental health, and the impact of emotions on learning is essential. This includes knowledge of common emotional difficulties and strategies to promote emotional resilience.	✓		Application form/interview
Knowledge of risk assessment processes, safeguarding protocols, and child protection procedures to ensure the well-being and safety of students.		✓	Application form/interview
Working knowledge of relevant safeguarding, child protection, equality and health and safety policies, codes of practice and legislation.		✓	Application form/interview
Skills and abilities			
Communication, coordination and organisation are required skills	✓		Application form/interview
Ability to develop and implement effective plans that improve the outcomes for young people	✓		Application form/interview
Ability to deal with sensitive issues in a supportive and effective manner.	✓		Application form/interview
Effective communication skills, both verbal and written, in order to maintain accurate records and documentation and provide written reports as requested.	✓		Application form/interview
Essential College attributes			
Initiative: Demonstrating the willingness and ability to use initiative – whether that means deciding on necessary action and following it through - or suggesting ways to work in a better way.	✓		Application form/ interview
Influencing skills: The ability to persuade others.	✓		Application form/ interview

Criteria	Essential	Desirable	Assessed by
Interpersonal Skills: The ability to communicate and interact with other people in a way that promotes cooperative relationships.	✓		Application form/ interview
Teamwork: The willingness and ability to collaborate and work closely with colleagues in a mutually supportive manner.	✓		Application form/ interview
Circumstances of role (if applicable)			
Ability to meet particular conditions of the role e.g., unsocial hours or travelling between campuses.	✓		Application form