



Role Title	Pastoral Lead and Deputy Designated Safeguarding Lead (DDSL)
Location	Montgomery Primary School
Reporting to	Headteacher
Service/Section/School	Support Staff
Grade	E

Job Description

Job Purpose:

- The role of the DDSL/ Pastoral Lead is to address underachievement by supporting parents and carers with the range of difficulties they may be experiencing. This will be done by working in partnership with parents, carers and pupils in a school context to enable pupils [particularly the most disadvantaged and vulnerable] to have full access to educational opportunities, and overcome barriers to learning and participation.
- The DDSL/ Pastoral Lead will focus their work on preventative and early intervention activities, working with families where the presenting needs are below the thresholds set by specialist services and agencies. Engagement will be at the first signs of difficulty and a close link with outside agencies is essential.
- The DDSL/ Pastoral Lead is likely to be working with a highly diverse range of individuals, who are likely to have had variable school experiences themselves. This will necessitate developing a range of contact and communication approaches, requiring an awareness of the issues parents and carers face, understanding the primary rights and responsibilities of parents to raise their children safely.
- The role will by necessity be developmental. Outcomes from the work will inform planning and development within the context of Montgomery Primary School and will therefore involve robust evaluation of the impact on the targeted families and pupils.

Main duties and responsibilities:

Parent Support:

- promote effective parenting through 1:1 (individually tailored) and group work - generic and specific as appropriate to the needs of the parent/carer, remaining parent and carer focused;
- providing preventative support, advice and guidance to support parents of children with early signs of social, emotional health or behavioural issues ensuring that parents are supported and empowered to address these issues as far as possible from their own resources;
- forge close partnerships between home and school and encourage the development of positive respectful relationships between all parties involved in the home-school interface;
- provide information about local services to parents/carers;
- liaise closely with partners in outside agencies to ensure a joined-up approach to problem-solving;
- to act as the Lead Professional in school for safeguarding and early help meetings;

- host Team Around the Child [TAC] meetings;
- to support families appropriately through TAC meetings by fulfilling an appropriate role, depending on individual skills and competencies and prior involvement with the family;
- signpost and make referrals to other agencies, and support parental engagement with a range of services;
- work jointly within the family to model learning e.g. negotiation skills, /conflict resolution;
- improve attendance by working with parents, the school and in conjunction with the Education Welfare Service as necessary;
- build engagement from parents/carers with their child's learning, promoting an understanding of parental influence upon life long achievement;
- support the development of positive learning strategies such as helping pupils plan and prepare for the school day, assisting with home learning and encouraging attendance at extra-curricular activities and thus overcome barriers to learning;
- aim to reduce poor behaviour that might otherwise lead to exclusion;
- ensure that the behaviour strategies used by the school are understood by parent and child, supported and applied within the home;
- provide concise and accurate written reports to a range of agencies as required;
- maintain accurate and concise case records, including referral processes and ensuring the requirements of data protection are met;
- be mindful of the Every Child Matters outcomes;
- reinforce the importance of effective positive parenting and a parents' rights and responsibilities;
- represent the school at outside agency meetings, as appropriate;
- facilitate Solihull Parenting Course 'Understanding your child's behaviour'.

Child Protection

- Undertake regular meetings with Senior Leadership Team;
- Take the operational role of Lead Safeguarding officer;
- Liaison with CYPS, JAT, families, other agencies, staff;
- Attendance at CIN/Case Conferences/reviews/Core groups/CIC reviews/multi-agency meetings;
- Collating and writing reports for identified students for above meetings;
- Making sure any actions are completed from CP reviews;
- Updating files & records – keeping safeguarding files – on network and hard copies-maintaining records in line with LA protocols;
- Regular monitoring/consultations with students;
- Referrals to MASH/Front door service/ Early Help and follow up information sharing;
- Support for students at interviews and meetings (i.e. Police interviews);
- Safeguarding discussions/issues, info sharing and support for colleagues;
- Planning and delivery of CP refresher training for whole school INSET;
- Safeguarding policy development.
- Safeguarding training throughout the year

Attendance

- Check attendance for whole school fortnightly through Bromcom;



- Follow the attendance procedure for each individual case identifying relevant action and ensuring necessary action is carried out;
- Meetings with parents where appropriate;
- Collate and submit relevant attendance data when required;
- Work with attendance office staff to Prepare and issue penalty notices where necessary for unauthorised holidays or absences;
- Offer support to families where attendance is an issue and signpost where necessary.

1. Supervision:

The job-holder will allocate work to clerical and admin support staff in relation to attendance matters. However, the job-holder retains responsibility for that work and will check it for completeness / quality.

In order to develop and maintain on-going professional competence the post holder will require appropriate supervision relating to parenting and safeguarding issues.

2. Creativity and Innovation:

- The majority of the work is carried out without reference to a more senior member of staff, therefore creativity is an essential feature of this post. The post holder is expected to design responses to both individual and group needs. Due to the fact that every case is different, s/he must find unique solutions to often challenging problems.
- Innovative ways of working will be essential in order to achieve outcomes in often challenging circumstances. For example finding ways to engage parents in their child's education where there has been a long history of non-engagement or volatile and fractured relationships with authority.
- Exhibit and develop the skills and competencies to enable accurate assessment of parenting and family needs and knowledge to sign-post appropriately to available resources
- Understand and work to overcome barriers to engagement and participation with interventions and services such as social and or rural isolation, transport, childcare, disability and low self esteem.
- Counselling children and parents is not a "one size fits all" discipline, therefore the specific approach will need to be adapted on a case by case basis.

3. Links with other officers, Service users or Members of the Public:

- The job-holder is required to build productive relationships with pupils and their families in order to ensure the best outcomes for the child. This will necessitate often difficult and contentious discussions with people who are angry and upset. Furthermore, there could be additional barriers to communication in terms of language, culture etc.
- Excellent working relationships and an understanding the thresholds for other services will be essential in ensuring that those services become fully engaged in the support assessed as needed.
- It is important that the post holder is a skilled negotiator, willing and able to develop relationships with professionals, from all areas of children and youth provision.
- The work will frequently require detailed assessment, evaluation, planning and implementation.

4. Levels of responsibility:

- The job-holder must carry out the work adhering to the highest possible standards of confidentiality.
- Safeguarding decisions need to be made in a timely manner, often without reference to any other members of staff.

- Duties are carried out within general guidelines but the post holder will need to make informed decisions based on assessment of the needs of individual parent/carers and their families.
- The post-holder may be writing assessments, reports and referrals and acting as Lead Professional (LP) where considered appropriate by the line manager.
- The post-holder will be required to make MASH/ Front Door enquiries as appropriate.
- Recognise and act on the need for sensitivity, empathy and confidentiality in all interactions with parents
- The post-holder needs to make a risk assessment of interactions with parents and the environment in which they take place.

5. Effects of decisions:

- Decisions will directly affect the parent/carer and their family and will impact upon the involvement of the parent/carer and the family in raising the profile and importance of learning. For that reason, effects of decisions are often profound and long-term.
- The post holder will be instrumental in the process of supporting vulnerable children and must, therefore possess the ability to make decisions. The work will be contained within the constraints of tight budgets and must, therefore ensure that the proposal offers best value.
- Decisions taken will influence the school, for example in ways of positively dealing with the child in collaboration and partnership with the family/carer to support enhanced attitudes to learning.
- Decisions taken by the job-holder will also reputationally affect the school, where the post-holder effectively represents the school in LADO strategy meetings, Child Protection meetings etc.

6. Resources:

- The post holder will be responsible for safekeeping and maintenance of the admin and IT equipment that supports carrying out their duties.
- They may be required to carry equipment in their car and assume the responsibility for that.
- The postholder will be required to maintain accurate information regarding their hours worked
- The postholder will be required to maintain detailed safeguarding files and monitor CPOMs across the school.

7 Work demands:

- Work subject to interruption and deadlines;
- The post holder needs to be flexible and responsive with the ability to meet deadlines;
- When safeguarding concerns arise, these assume the highest priority for the job-holder, resulting in changes to usual work priorities.

8 Physical demands:

- Work requires normal physical effort

9 Working conditions:

- Duties usually carried out in normal indoor working conditions. However, the work may be carried out in a variety of locations including family homes. The work can be challenging and emotionally charged, requiring a calm, reserved approach. The postholder needs to make a risk assessment of interactions with parents and the environment in which they take place. On occasion the job-holder will be required to attend the homes of pupils and parents, although every effort is made to avoid this.

10 Work context:

- The work can involve potential risk to personal safety, especially when home visiting and appropriate supervision and strategies need to be developed to deal with such situations. It is estimated that the job-holder spends around 60% of their time in face-to-face contact with children and parents, who are likely to be in varying states of distress.

11 Knowledge and skills:

- Knowledge of education law relating to school attendance;
- Experience within the field of education, social services/welfare or the voluntary sector;
- Knowledge of the social and emotional factors that affect a child's capacity to learn;
- Strong and empathetic communicator;
- Good working knowledge of Child Protection and Safeguarding;
- Experience of delivering parent training;
- Extensive experience of family and parent support.
- Experience of ongoing reflective practice.
- Knowledge of available support services and referral routes
- Awareness of the legislation affecting school attendance requirements
- Understanding of children within their family context
- Experience of delivering individual or group based support and training

Personal attributes:

- Empathy
- Resilience
- Persistence
- Maintaining confidentiality

The post holder must be able to:

- Relate to young people and adults in an empathetic manner
- Develop a rapport with pupils and their families
- Deal with difficult situations and/or individuals in a calm, fair but effective manner
- Deal with sensitive and personal issues in complete confidence displaying empathy and compassion
- To help influence others, managing discussions effectively to ensure desired outcomes are agreed and actions achieve objectives
- Support learning by giving constructive feedback and coaching
- Communicate effectively face to face or by telephone, with children/parents/headteachers/social workers etc
- Write reports and letters relevant to issues for school attendance



- Write reports, assessments and letters relevant to safeguarding
- Prioritise workloads and work to deadlines
- Work as part of a team and use own initiative when required
- Work flexibly and manage own time to best effect
- Report and account to line manager as appropriate
- Demonstrate awareness/commitment to upholding equal opportunity policies
- Maintain an effective record keeping system
- Undertake any relevant training and provide relevant safeguarding training and logs for staff.
- Make good use of supervision

This document outlines the duties required for the post for the time being, to indicate the level of responsibility. It is not a comprehensive or exclusive list, and duties may be varied from time to time which do not change the general character of the job, or the level of responsibility entailed.

Signatures:

Job Description agreed by:

School Business Manager: Lisa Shepherd

Date: 03/03/2026

Headteacher: Katrina Way

Date: 03/03/2026

PERSON SPECIFICATION

Attribute	Essential	Desirable
Management	<ul style="list-style-type: none"> • Make good use of supervision • Report and account to line manager as appropriate 	<ul style="list-style-type: none"> • Awareness of the legislation affecting school attendance requirements
Experience	<ul style="list-style-type: none"> • Experience of ongoing reflective practice. • Existing, or a willingness to engage in, training 	<ul style="list-style-type: none"> • Knowledge of the social and emotional factors that affect a child's capacity to learn • Experience within the field of education, social services/welfare or the voluntary sector • Working knowledge and experience of family and parent support.
Practical Skills	<ul style="list-style-type: none"> • Relate to young people and adults in an empathetic manner 	<ul style="list-style-type: none"> • Work flexibly and manage own time to best effect • Prioritise workloads and work to deadlines
Communication	<ul style="list-style-type: none"> • Work as part of a team and use own initiative when required • Communicate effectively - face to face or by telephone, with children/parents/head teacher/social workers, etc • Deal with difficult situations and/or individuals in a calm, fair but effective manner • Develop a rapport with pupils and their families • Write reports and letters relevant to issues 	<ul style="list-style-type: none"> • Support learning by giving constructive feedback and coaching • Influence others, managing discussions effectively to ensure desired actions are achieved
Personal Qualities	<ul style="list-style-type: none"> • Persistence • Resilience • Empathy • Maintaining confidentiality 	<ul style="list-style-type: none"> • Experience and understanding of children within their family context
Strategic Thinking	<ul style="list-style-type: none"> • Deal with sensitive and personal issues in complete confidence displaying empathy and compassion 	<ul style="list-style-type: none"> • Knowledge of available support services and referral routes
Technology / IT Skills	<ul style="list-style-type: none"> • Maintain an effective record keeping system 	
Education and Training	<ul style="list-style-type: none"> • Undertake any relevant training • Educational achievement sufficient to support clear reporting and presentation skills 	<ul style="list-style-type: none"> • Demonstrable experience of delivering individual or group based support
Equal Opportunities	<ul style="list-style-type: none"> • Demonstrate awareness /commitment to upholding equal opportunity policies 	<ul style="list-style-type: none"> • Experience of working with children and families and being respectful of their protected characteristics.

