

Job Description

Whole School Family Liaison & Pastoral Support Assistant

Effective Date:	2026-27 (Fixed term 1 year)
Job Level:	Single Status Local Hire Position
Responsible to:	Head of Inclusion (in direct liaison with SENDCO, EAL Coordinator and Pastoral Heads for strategic and operational assignment of role)
Supervisory Responsibility:	N/A
Working Hours:	<p>7:15am to 3:00pm are the expected core working hours. There is an expectation to attend team/school meetings, these will not exceed 20 hours per academic year.</p> <p>In addition to this all employees should attend whole school staff meetings every term. You will not be paid extra for attending the meetings listed above as this time has been included in your remuneration.</p>
Annual Leave:	<p>Annual leave to be taken during school holidays.</p> <p>You are required to work 187 working days per year. (This includes the 7 INSET days).</p>

Main Purpose of the Position and Key Responsibilities

This role acts as a holistic bridge between the home and school environment, ensuring seamless communication and provision across the Inclusion Department (Admissions, Pastoral, Safeguarding, Counselling, SEND, and EAL). The Family Liaison & Pastoral Support Assistant will provide essential operational, student facing and administrative support for the school's inclusion, safeguarding and pastoral systems while delivering early-intervention trauma informed triage for students with social, emotional, and mental health (SEMH) needs.

As a Family Liaison & Pastoral Support Assistant, you will play an important part of the British School Muscat staff team, upholding the values, ethos and reputation of the school, at all times. You will be a positive role model and demonstrate consistently the attitudes, values and behaviours, which are also expected of our students.

Working under the guidance of the Pastoral Deputy Heads and Inclusion Lead, you will provide high-quality, in class and intervention-based 1-1 and/or small group inclusive support for students with a range of Inclusion, Special Educational and/or English as an Additional Language (EAL) needs, promoting equitable access and full participation in all aspects of school life. A primary focus is to monitor behaviour and attendance data as early indicators of unmet needs, providing 1-1 and small-group support for students who require intervention but do not meet the threshold for clinical counselling.

As a Family Liaison & Pastoral Support Assistant you will work collaboratively with teachers, specialist staff, the SENDCo and Language for Learning (EAL) Coordinator to help create a happy, safe and stimulating school

environment. You will support inclusive practice so that all students experience belonging, achieve success and make strong progress, in line with the school's ethos and current inspection expectations.

The role involves providing high-quality inclusive ongoing support to students, complemented by targeted, time-limited interventions where appropriate.

Through close collaboration with colleagues, including the Pastoral teams, SENDCo and Language for Learning (EAL) Coordinator, you will contribute to the identification and reduction of barriers to learning, such as behaviours, attendance difficulties, wellbeing and social emotional needs, supporting sustained progress in students' academic achievement, wellbeing and personal development.

Duties and Responsibilities

Holistic Communication and Liaison:

- To act as a central point of contact between Admissions, the Inclusion Team, and Pastoral/Phase Leads to ensure an effective handover of student information.
- To build and maintain strong, supportive relationships with parents/carers, particularly during transitions, to ensure the school understands the student's holistic background.
- To facilitate regular communication between the Pastoral, Counselling, SEND, and EAL teams to prevent silo working and to ensure that support strategies are aligned.

Operational Safeguarding (Deputy Designated Safeguard Lead (DSL) Activities):

- To act as an Operational Deputy Designated Safeguarding Lead (DDSL), acting upon day-to-day safeguarding concerns and ensuring all records on CPOMS are accurate, detailed, and timely.
- To assist in the preparation of referrals to external agencies and attend multi-agency meetings where required.
- To identify students who sit just below the safeguarding threshold but require monitoring and proactive check-ins.

SEMH Triage and Early Intervention:

- To deliver targeted 1-1 and small-group sessions for students experiencing mild-to-moderate SEMH barriers (e.g., anxiety, friendship issues, or academic pressure).
- To support students who do not meet the clinical threshold for formal counselling but require emotional regulation tools and a safe space to talk.
- To implement evidence-informed pastoral interventions focusing on resilience, social skills, and self-esteem.

Administrative and Data-Led Oversight:

- To regularly analyse attendance and behaviour logs to identify patterns (e.g., a sudden dip in attendance or an increase in low-level disruption) that may signal unmet SEND, EAL, or pastoral needs.
- To assist in maintaining an up-to-date provision map, ensuring that every student receiving pastoral support is tracked for impact.
- To prepare administrative summaries for pastoral and safeguarding meetings, highlighting students who require immediate triage or referral.

Admissions and Transition Support:

- To support the Inclusion Department in managing the integration and provision for new students, ensuring they and their families feel a sense of belonging.
- To support the Inclusion Department in managing the social-emotional handover for students moving from Primary to Senior school, identifying those likely to struggle with the change in environment.

Inclusion Support

- To support the needs of students, ensuring equity of access to a broad and balanced curriculum.
- To deliver high-quality intervention (individually or in small groups), as directed by the Pastoral Deputy Heads and Inclusion Lead, including in-class adaptive support that promotes participation and engagement with learning.
- To complement the work of class teachers by supporting identified students to access and engage with the curriculum, contributing to an inclusive learning environment consistent with the school's ethos and inspection frameworks.
- To use effective communication and collaboration to support new and existing staff, including teachers, in understanding the needs of students, as directed by the Pastoral Deputy Heads and Inclusion Lead,
- To raise students' confidence, motivation, and self-esteem through professional curiosity around behaviours together with encouragement, constructive feedback, recognising effort and celebrating success.
- To develop an understanding of a range of additional educational needs, including SEMH and Neurodiversity, and to implement strategies that support personalised and responsive engagement and learning.
- To provide effective feedback to students, and individualising this to ensure students' understanding of their next steps.
- To assist, under the direction of the Pastoral Deputy Heads and Inclusion Lead, in the assessment, monitoring and recording of student progress to inform planning, review outcomes, and measure the impact of provision in place.
- To contribute to the accurate recording and maintenance of internal and external assessment data.
- To support the early identification of barriers to learning and participation, so that timely, appropriate support can be put in place.
- To help promote positive partnerships between home and school, communicating effectively with parents/carers and ensuring that queries or concerns are passed on promptly and to the appropriate member of staff.
- To prepare and organise resources that help students through targeted support, with guidance from the Pastoral team and Inclusion Department.
- To support students through transitions between classes, key stages, or phases, ensuring continuity and social, emotional security.
- To contribute to a safe, inspiring, and inclusive school environment that reflects diversity and promotes wellbeing.
- To assist in managing pastoral and inclusion resources, ensuring they are well maintained, accessible, and used effectively.
- To undertake any other reasonable task required the Pastoral Deputy Heads, Inclusion Lead or Heads of School.

Behaviour, Wellbeing and Safety

- To treat all students with dignity, respect and fairness, building positive relationships grounded in trust, consistency and professional curiosity, while maintaining clear and appropriate professional boundaries at all times.
- To complete all required safeguarding and child protection training and to act in accordance with the school's Safeguarding and Child Protection Policy and statutory guidance, including *Keeping Children Safe in Education*.
- To share collective responsibility for promoting the welfare, safety and wellbeing of all students, recognising safeguarding as an integral part of everyday practice and inclusive school culture.
- To build positive, supportive relationships with students across all year groups, responding sensitively, proportionately and professionally to individual needs, vulnerabilities or concerns, in line with school policy.
- To act as a positive role model, consistently demonstrating the values, attitudes and behaviours expected of staff and students, including respect, inclusion and integrity.
- To understand, promote and model the school's approach to positive relationships and behaviour, supporting a learning ethos that prioritises belonging, consistency and emotional safety.
- To actively promote inclusion, acceptance and respect for diversity, recognising and valuing the school's multicultural and multilingual community in all interactions.
- To report and record promptly any safeguarding concerns, discriminatory behaviour, bullying or harmful conduct, in line with school procedures and using the designated recording system (CPOMS), ensuring concerns are shared with the appropriate safeguarding lead.
- To recognise, encourage and celebrate students' achievements and strengths, across academic, social, emotional and wider aspects of school life.
- To contribute to maintaining a safe, calm and supportive environment, where students feel secure, respected and able to engage positively in their learning.
- To promote positive health, hygiene and wellbeing practices, supporting the school's holistic approach to student development and care.

Supervision and Duties

- To provide cover for Inclusion Assistant colleagues in their absence when required.
- To support identified students in lessons and ensure they can participate fully in their learning.
- To supervise students at breaktimes, lunchtime, transitions and during assemblies, to ensure the safety and inclusion of all students.
- To accompany and support students during educational visits, enrichment activities, or other off-site opportunities, ensuring inclusive participation.
- To attend meetings, INSET days, and professional learning sessions as required, in line with contractual obligations.
- To support the supervision and facilitation of internal, national, and specialist assessments and provide examination access arrangements where required.

Team Working and Collaboration

- To work collaboratively with teachers, the Inclusion Department, and wider school colleagues to ensure consistency of inclusive practice, in line with the school's policies and the Ofsted/BSO focus on whole-school accountability for inclusion.
- To actively participate in departmental and whole-school meetings, contributing ideas for ongoing school improvement and inclusive curriculum design.
- To share good practice and resources that enhance the quality of support and learning outcomes for all students, but in particular those who have experienced trauma, have mental health needs or challenging home circumstances, are neurodivergent or are identified as having additional SEND and/or EAL needs.
- To contribute to discussions about student progress, wellbeing, and provision during pastoral and curriculum meetings.
- To support the school's vision and ethos by promoting high standards of teaching, learning, support and pastoral care that reflect equity and access for all.

Professional Development

- To take responsibility for ongoing professional learning by reflecting on your own practice and engaging with training, research, and peer collaboration.
- To be a reflective practitioner and respond positively to feedback from colleagues and leaders, refining approaches to enhance effectiveness and impact.
- To participate fully in the school's professional development programme, including any training identified through Learning Talks, performance reviews, or school priorities.
- To keep up to date with current research and best practice in Inclusion, SEND, EAL, and adaptive teaching and learning, contributing to the development of the school as a learning organisation.
- To contribute to professional dialogue that supports staff competence, confidence, and consistency in inclusive education.

Other

- To uphold and model the ethos, policies, and professional values of the school, maintaining high standards of attendance, punctuality, and conduct.
- To adhere to the school's Code of Professional Conduct, maintaining confidentiality and integrity in all aspects of school life.
- To act in accordance with the professional duties and responsibilities outlined in your contract, the staff handbook, and any agreed development targets.
- To behave in a professional and positive manner at all times, contributing to the school's reputation as an inclusive, supportive, and high-performing international community.

Note:

This job description reflects the present requirements of the post. As duties and responsibilities change and develop, the job description will be reviewed and will be subject to amendment in consultation with the post holder.

BSM is committed to safeguarding and promoting the welfare of students and young people and expects all staff to share this commitment. Appointments are subject to satisfactory references and DBS/Police Safeguarding clearance

Signature of Post Holder: _____ Date: _____