

JOB DESCRIPTION

Thrive Practitioner

REPORTS TO:	DSL Pastoral and Welfare
PAYSCALE:	Band 3 - Point 6 to 11 (£25,989 to £28,142) (Depending on experience) inclusive of Outer Fringe allowance
LOCATION	Burnt Mill Academy
TERMS:	You will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Executive Head Teachers, Head Teachers and Heads of School.
CONTRACT:	Permanent, 37 Hours Per week, 41 Weeks Per Year (Inset days, + additional 2 weeks)

PURPOSE OF THE JOB

To support the emotional wellbeing, behaviour, engagement and personal development of students through the implementation of the Thrive Approach.

Train towards becoming an accredited practitioner, provide targeted support, and measure and report on the impact

Liaison with:

The post holder will deliver targeted interventions, work collaboratively with staff and families, and contribute to a whole-school culture that prioritises emotional literacy, relational practice and readiness to learn.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

This list is not exhaustive, but includes:

Core Support and Interventions

- Develop positive, trusting relationships with students who present with social, emotional or mental health needs (SEMH), offering mentoring and emotional regulation support.
- Support students in making positive choices regarding behaviour, engagement, attendance and punctuality, and encourage the development of self-esteem, confidence and resilience.
- Plan, deliver and evaluate 1:1 and small-group Thrive interventions tailored to individual student needs, using the Thrive profiling system and online tools.

- Lead the Thrive Planning Cycle for each identified student, coordinating targeted strategies, monitoring progress, and adjusting support where necessary.
- Carry out observations of students in lessons and during social times to inform intervention planning and identify specific developmental or relational needs.
- Promote positive peer relationships through structured social, play and group activities.

Recording, Monitoring and Assessment

- Use Thrive Online to complete assessments and analyse data to inform support plans.
- Input confidential data, build personalised Thrive Action Plans and maintain accurate, up-to-date student records.
- Evaluate the impact of interventions and contribute to reports for internal use, parents/carers and external agencies where appropriate.

Collaboration and Communication

- Work collaboratively with class teachers, pastoral staff, SENCOs, safeguarding leads and school leaders to support the consistent application of Thrive-informed strategies.
- Work with subject leaders to develop and embed Thrive principles across the curriculum and wider school environment.
- Develop and share resources that support the delivery of Thrive activities.
- Establish constructive and supportive relationships with parents, carers, school staff and external professionals.
- Work with parents/carers to reinforce Thrive action plans at home and signpost families to additional support when necessary.
- Liaise with partner primary schools to support early identification of SEMH needs and smooth transition into Year 7.

Whole-School Contribution

- Support the school's improvement plan by contributing insight related to SEMH needs and the Thrive Approach.
- Promote a whole-school ethos of emotional wellbeing, modelling relational and regulation-supportive approaches.
- Assist in the development of school-wide wellbeing initiatives and staff workshops relating to Thrive principles.

Professional Development

- Commit to completing the full Thrive Practitioner Training (14 sessions) within the required timeframe.
- Engage in ongoing CPD as a Licensed Thrive Practitioner to ensure best practice.
- Participate in reflective practice and supervision to enhance professional effectiveness.

General responsibilities common to all members of staff

All staff are responsible for the safeguarding and wellbeing of pupils and must follow BMAT guidance and policies.

BMAT Directors are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share in this commitment.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder.

Person Specification – Thrive Practitioner			
		Essential	Desirable
Qualifications and documentation	Enhanced DBS and validated references Eligibility to work in the UK Able to demonstrate a good level of general education to GCSE standard in Mathematics and English or equivalent. Counseling qualification accredited with BACP (Level 3) Willing to train for the First Aid at Work or Emergency First Aid qualification	✓ ✓ ✓	✓ ✓
Experience	Successful recent experience working with children in a school environment Experience of office environment Extensive knowledge of Child Protection Procedures and Safeguarding	✓ ✓ ✓	
Knowledge Skills / Competencies	Ability to use a range of office equipment (e.g. photocopier, switchboard etc) Good keyboard skills. Good working knowledge of Microsoft applications Effective communication skills both oral and written Demonstrate tact and sensitivity in contentious situations To be welcoming and calm Excellent reading and writing skills Good numeracy skills Knowledge of first aid Maintenance of confidentiality Understanding of child protection and safeguarding policies and procedures Knowledge of relevant codes of practice and school policies	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓
Personal Qualities	Characterised as: Work effectively as part of a team. Work calmly under pressure. Subject to interruption and conflicting demands. Effective time management. To be flexible.	✓ ✓ ✓ ✓	

	<p>Follow instructions accurately.</p> <p>Ability to prioritise work effectively.</p> <p>Meeting deadlines imposed internally.</p> <p>Use own initiative and work independently.</p> <p>Accuracy and attention to detail.</p> <p>Resolve routine issues independently within general procedural framework but refer complex or serious problems to Head's PA.</p> <p>Communicate effectively with adults and children, verbally and in writing.</p> <p>Have high expectations of self.</p> <p>Committed to personal and professional development.</p> <p>Awareness of, and commitment to, equalities issues.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
--	--	--	--