



## Job Description Wellbeing Support Officer

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<b>Post Title:</b>	Wellbeing Support Officer
<b>Band / Job Group:</b>	Grade 7 £29,093 pro rata'd
<b>Contracted time:</b>	37 hrs/term time + 5 INSET Days
<b>Special Conditions:</b>	Holidays to be taken during school closures
<b>School:</b>	Shenstone Lodge/ The Brades Lodge
<b>Reporting to:</b>	Wellbeing Support Manager

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### Job Summary

Working under the line management of the Wellbeing Support Manager, the post holder will support the management, coordination and implementation of school wide and individual wellbeing and behaviour management systems.

- To ensure that the behaviour and wellbeing tracking systems are up to date and accurate.
- To contribute to behaviour and wellbeing summary reports.
- To fully contribute to the reduction of incidents as identified through the data analysis.

### Additional duties and responsibilities

#### 1. Support for Pupils

- To provide pastoral and academic support to pupils
- To coordinate the supervision of pupils not working in class
- To establish constructive relationships with parents/carers. To exchange information and facilitate support for their child's access to learning. To support school home and community links.
- To liaise effectively with the school parent support advisor to ensure coordinated approach is in operation with parents and carers
- To assess pupils as required, liaising with colleagues as necessary, in order to develop and implement plans which address identified behavioural needs
- To support provision for pupils with special needs
- To establish a productive working relationship with pupils, acting as a positive role model
- To provide information and advice to enable pupils to make choices about their learning/behaviour/attendance
- To challenge and motivate pupils, promote and reinforce self-esteem
- To provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc

#### 2. Support for Teachers

- To liaise with feeder schools and other relevant bodies to gather pupil information and support the dissemination of this information
- To support pupils' access to learning using appropriate strategies, resources etc
- To support planning, evaluating and adjusting learning activities as appropriate

- To monitor and evaluate pupils' responses and progress against action plans through observation and planned recording
- To provide objective and accurate feedback and reports as required, to other staff on pupils achievement, progress and other matters, ensuring the availability of appropriate evidence
- To update wellbeing/behavioural/ incident records as agreed with the Headteacher, contributing to reviews, reports and analysis of data
- To support the development and implementation of appropriate wellbeing and behaviour management strategies and the wellbeing and behaviour management policy
- To be a key person in supporting the development, implementation and monitoring of systems relating to attendance and integration
- Support the management of wellbeing and behavioural record keeping systems and processes
- To undertake clerical/admin support as required e.g. dealing with correspondence, making phone calls, compilation/analysis/reporting on wellbeing, behaviour, attendance, exclusions etc.
- To implement and run agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- To be aware of the range of activities, courses, organisations and individuals which provide support for pupils broadening and enriching their learning
- To determine the need for, and use, specialist equipment, plans and resources which offer greater access to learning

### 3. Support for the School

- To be aware of, comply with and assist with the development of policies and procedures relating to child protection, wellbeing and behaviour management, health and safety, security, confidentiality and data protection. To report all concerns to an appropriate person
  - To ensure all pupils have equal access to opportunities to learn and develop
  - To contribute to the overall ethos/work/aims of the school
  - To establish constructive relationships and communicate effectively with all stakeholders to support achievement and progress of pupils
  - To attend and participate in regular meetings including the SMT and feedback wellbeing and behavioural issues
  - To participate in training and other learning activities as required
  - To assist in the supervision, training and development of new staff as required
  - To supervise pupils on visits, trips and out of school activities as required
- To work closely with the SMT to support/lead outreach activities and programmes.

### 4. To participate in the operation of the Council's Personal Performance Development Scheme.

5. It is your responsibility to carry out your duties in line with the Council's policy on equality and be sensitive and caring to the needs of the disadvantaged, promoting a positive approach to a harmonious working environment. You should act as an exemplar on these issues and should identify and monitor training for yourself and any employees for whom you are responsible, in line with this policy and the Equality Act 2010.
6. Such other duties as may be appropriate to achieve the objectives of the post to assist the Thematic Area in the fulfilment of its objectives commensurate with the post holder's salary grade, abilities and aptitudes.
7. The post holder must at all times carry out his/her responsibilities with due regard to the Council's policy, organisation and arrangements for Health and Safety at Work.



## Personnel Specification Wellbeing Support Officer

**Post Title:** Wellbeing Support Officer  
**Band/Job Group:** Grade 7 £29,093 pro rata'd  
**Contracted time:** 37 hrs/term time plus 5 INSET Days  
**School:** Shenstone Lodge  
**Reporting to:** Wellbeing Support Manager

Sickness Absence and Disability	<p>A good attendance record. Candidates should have less than 4 absences in the last 6 months or not more than 10 days absence over the last 12 months prior to the closing date of the post.</p> <p>Any absences relating to a disability or any other incapacity will be viewed sympathetically and will be considered if fully explained. Due regard will be made to the need to make reasonable adjustments in line with the requirements of the Equality Act 2010. (This information will be obtained from successful candidate after conditional offer of employment has been made).</p>
Qualifications	<ul style="list-style-type: none"><li>• NVQ L3 or equivalent qualification or experience</li></ul>
Experience	<ul style="list-style-type: none"><li>• Experience of working with children of relevant age</li><li>• Experience of working with pupils with SEBD</li><li>• To have experience of wellbeing and behaviour tracking systems and understand the processes involved in their evaluation and review</li></ul>
Training	<ul style="list-style-type: none"><li>• To have (or be willing to train) in accredited physical management strategy such as Team Teach, TCI etc.</li></ul>
Special Knowledge	<ul style="list-style-type: none"><li>• Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation</li><li>• Working knowledge of national curriculum and other relevant learning programmes</li><li>• Understanding of principles of child development and learning processes and in particular, barriers to learning and behaviour</li><li>• To have good working knowledge and understanding of how to apply a range of wellbeing and behaviour management strategies to support both groups and individuals</li></ul>
Circumstances	<p>To be able to work during term time</p>

Disposition	<ul style="list-style-type: none"> <li>• Ability to relate well to children and adults</li> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities</li> <li>• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</li> </ul>
Practical and Intellectual Skills	<ul style="list-style-type: none"> <li>• Excellent numeracy/literacy skills</li> <li>• Ability to plan effective actions for pupils at risk of underachieving and exhibit challenging behaviour</li> </ul>
Regulations	
Legal Requirements	Enhanced DBS Check for Regulated Activity