

## **ROLE DESCRIPTION**

<b>ROLE TITLE:</b>	<b>Wellbeing &amp; Inclusion Officer</b>
<b>REPORTING TO:</b>	<b>Associate Principal Wellbeing &amp; Inclusion</b>
<b>LOCATION:</b>	<b>Franklin College, Grimsby</b>
<b>APPOINTMENT TYPE:</b>	<b>Support staff role. Term-time only Permanent - 1FTE (36 hrs, TTO) Permanent - 0.8FTE (30 hours, TTO)</b>
<b>DATE:</b>	<b>July 2026</b>

## **ROLE PURPOSE**

The Inclusion and Wellbeing Officer will work collaboratively with Team Inclusion. They will be responsible for meeting the day to day needs of students who present with moderate to more complex mental health difficulties. The interactions may be individual face to face, remote or in a group setting. There will also be a focus on preventative measures including, for example, building emotional resilience and independence through signposting. The officer will undertake a variety of tasks including contributing to student records and helping manage and co-ordinate student wellbeing support.

The Inclusion and Wellbeing Officer will also oversee comprehensive student inclusion initiatives and events, co-ordinate student support, help to implement diversity and inclusion programmes, and ensure equal access to educational opportunities for all students. The Inclusion and Wellbeing Officer will serve as a vital bridge between parent's students, and the college by facilitating communication, providing support resources, and proactive engagement strategies. They will support inclusive practices, monitor students concerns, and creative intervention strategies for at-risk students alongside the Associate Principal for Inclusion and Wellbeing. The role requires expertise in safeguarding procedures, mental health first aid, and educational inclusion practices while serving as a key point of contact for students requiring additional support during their transition through sixth form education.

## **DIMENSIONS:**

**Direct reports:** None

**Budget responsibility:** None

## **MAIN DUTIES AND RESPONSIBILITIES**

- To provide pastoral care, supporting students with moderate to more complex wellbeing issues, advising accordingly and maintaining notes in our designated record system, keeping staff informed and referring cases to professional services as necessary.
- To work with and under the guidance of the Associate Principal - Inclusion and Wellbeing to support individual students, providing help and/or signposting around a range of financial, academic, social and emotional issues which may be of significance to the progress of the student.
- To liaise with Progress Coaches, Team Inclusion, Associate Principal - Inclusion and Wellbeing and other staff across the College to monitor at risk students and work to support academic progress and build emotional resilience.
- To act upon wellbeing referrals to ensure the appropriate support is put in place either through internal offerings or through external provision.
- To contribute to the design and delivery of group and individual sessions for students to promote wellbeing through Team Inclusion offerings and through the ASPIRE programme and curriculum.
- To assist in staff training on wellbeing issues and inclusive practice and develop preventative strategies.
- To contribute to accurate and timely data on wellbeing and safeguarding.
- To support with KPI, ALPS monitoring and destination data of vulnerable groups.
- To respond to parental emails and phone calls in relation to wellbeing concerns or queries or issues raised for students that fall into one of our vulnerable groups.
- To arrange student and parent / carer meetings, devising action plans, alongside teaching staff, of support for students to reduce barriers to their learning.
- To support Children in Our Care through PEP's, review meetings and be one of the link staff in college for those students as well as for their social worker, the virtual school and carers.
- To provide support to students that fall into an inclusion group through check ins and liaising with staff as appropriate.
- To support the administration and information gathering for the neuro pathway.
- To run inclusion and wellbeing-based workshops.
- To lead on awareness days, trips, events and initiatives in relation to wellbeing and inclusion.
- To create resources that promote inclusivity and self-care.
- To support the PPD programme.
- To support the transition programme for our vulnerable groups.
- To support students who need immediate assistance (e.g. to help regulate them back into class)
- To develop student voice through focus groups and ambassador/mentor programmes.
- To support the Associate Principal for Wellbeing and Inclusion with any other tasks assigned.

## EXPERIENCE

- Previous experience providing welfare and wellbeing support and pastoral care, ideally within an education environment or young person services.
- Coaching or mentoring experience or the willingness to undertake training.
- Responsibilities of Safeguarding relating to young people and vulnerable adults.

## PERSON SPECIFICATION

<b>Method of Assessment</b> The table indicates the method by which the skills/knowledge/level of competence in each area will be assessed.	<b>Essential</b>	<b>Desirable</b>	<b>Application Letter</b>	<b>Interview</b>	<b>Assessment Centre</b>	<b>Other</b>
<b>Qualifications</b>						
Degree or equivalent qualification		X	X			
Achieved a good standard at a minimum of Level 3 with at least good Level 2 qualification in English	X		X			
Information, Advice and Guidance qualification (or willingness to work towards achieving this)		X	X			
Evidence of continuing personal / professional development throughout career		X	X	X		
<b>Job Knowledge and Experience</b>						
Knowledge of the range of wellbeing issues		X	X	X	X	
The nature of young people and the issues they deal with in progressing from school to colleges		X	X			
Experience of supporting vulnerable students to positively impact on their learning and outcomes with a strong understanding of inclusion initiatives.	X		X	X	X	
Good understanding of the current issues/challenges facing young people that may impact upon their performance and progress at College	X		X	X	X	
Experience of successfully working within a team		X	X	X		
Experience of working successfully with young people		X	X	X		
Good understanding of the education environment, especially further education/sixth form.		X	X	X		
Experience of guidance in an education and/or training context		X				

Coaching/mentoring experience		X				
<b>Personal Attributes and Skills</b>						
Ability to work with and motivate young people (individually and in groups)	X		X	X		
Ability to work in a flexible, pro-active manner and as part of a team	X		X			
Excellent interpersonal and communication skills	X		X	X	X	
Ability to communicate clearly and effectively	X		X	X		
Strong work ethic, proactive and good time management skills	X		X	X	X	
To be highly visible and a positive role model	X		X	X		
The ability to build and maintain effective professional relationships with students, staff, parents and external agencies	X		X	X		
Ability to set clear targets and evaluate outcomes alongside exemplary organisation and planning skills	X		X	X	X	
Punctual, reliable, with a responsive and flexible attitude to any changing needs and demands of the role	X		X	X		
Self motivated, enthusiastic with a high level of personal initiative	X		X	X		
Empathy with students, college staff, parents and carers	X		X			
Approachable, friendly with a flexible approach to work	X		X			
Emotionally resilient with a solution led approach	X		X			
Committed to safeguarding and the promotion of inclusivity for children and young people	X		X	X		
Ability to work under pressure	X		X	X		
Ability to maintain confidentiality and professional boundaries	X		X	X		
Commitment to continuous professional development	X		X	X		
Willingness to work occasional evenings and weekends for college wide events	X		X	X		

**Sixth Form Colleges NJC points 10 – 12 = £27,733 to £29,544 FTE per annum (£22,977.18 to £24,477.62 per annum)**

**36/37X195/229= 0.8285 FTE**

**30/37X195/229 = 0.6904 FTE (£19,147.65 to £20,398.01 per annum)**