



JOB DESCRIPTION

Job Title	Wellbeing Mentor /HLTA COVER
Grade	Scale 5
Reports to	Headteacher/SLT/SENDSCO/SMH Lead
Liaison with	Teaching staff, support staff, Pupils, Parents/carers and external agencies as required
Job Purpose	<p>Wellbeing Mentor</p> <ul style="list-style-type: none"> To develop the service, providing support and guidance to children and their families who are experiencing difficulties due to social, emotional, or behavioural problems or other issues. To promote the inclusion and acceptance of all pupils within the classroom and school life. Liaise with Headteacher/Senior Mental Health Lead/SENDSCO and SLT to ensure Leadership is fully aware of concerns, presenting issues and support being offered and required. Liaise with teaching staff with regard to gaining and sharing a full understanding of pupil need, and provide and agree mutually supportive arrangements/interventions and adjustments that allow the child to be fully included in the school life. <p>HLTA</p> <ul style="list-style-type: none"> To cover classes as required in the absence of the teacher. Level 1a HLTAs will be expected to deliver pre-prepared lesson plans, to progress pupils' learning and to assess, record and report on development, progress and attainment as agreed with the teacher HLTAs work under the professional direction of a teacher and within an agreed system of supervision.
Principal Accountabilities	<ul style="list-style-type: none"> Use detailed knowledge and specialist skills to support and progress pupils' learning. Deliver agreed learning activities to pupils, adjusting activities according to pupil responses/needs.

Duties	<p>SUPPORT FOR PUPILS</p> <ul style="list-style-type: none"> • To be an Advocate for the pupils in our school. • Support the physical and emotional well-being of pupils. • Establish productive working relationships with pupils, acting as a role model and setting high expectations. • Promote the inclusion and acceptance of all pupils within the classroom • Support pupils consistently whilst recognising and responding to their individual needs. • Encourage pupils to interact and work co-operatively with others, and engage all pupils in activities. • Promote independence and employ strategies to recognise and reward achievement of self-reliance. • Provide feedback to pupils in relation to progress and achievement • Have a presence and support with playtimes and lunchtimes. • Establish a clear framework for discipline in line with the school behaviour policy, anticipate and manage behaviour constructively, promoting self-control and independence. • Keep accurate notes/records of pupils that are factual and non-judgmental. • To help develop pupils' confidence and self-esteem through listening to them and devising appropriate strategies and/or programmes of support. • Attend regular meetings with colleagues to report on pupil progress and achievement, as well as team meetings/solution-finding meetings. • To be available at the start and end of every day, to facilitate informal engagement with parents/carers and pupils. • To record and track pupil progress of interventions from parental meetings. • To complete paperwork as requested by outside agencies and stakeholders. • Work with individual children and small groups to provide required and appropriate intervention and adjustments that meet the needs of the service. <p>SUPPORT FOR THE TEACHER</p> <ul style="list-style-type: none"> • Organise an appropriate learning environment. • Monitor and record pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives. • Provide objective and accurate feedback and reports to teachers.
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	<ul style="list-style-type: none"> • Record progress and achievement in lessons/activities systematically and provide evidence of the range and level of progress and attainment. • Establish a clear framework for discipline in line with established policy, anticipate and manage behaviour constructively, promoting self-control and independence. • Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement, etc. • Work in collaboration with other learning support assistants in the classroom.
General	<ul style="list-style-type: none"> • To comply with policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, and reporting concerns to an appropriate person. • Be aware of and support differences, and ensure all pupils have equal access to opportunities to learn and develop. • Contribute to the overall ethos/work/aims of the school. • Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of pupils. • To participate in the performance and development review process, taking personal responsibility for the identification of learning, development and training opportunities in discussion with the line manager. • To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace. • Ensure that all duties and services provided are in accordance with the Trust/School's Equal Opportunities Policy. • To adhere to GDPR requirements to safeguard data held across the Trust. • The EFSPT Trust & School Local Governing Committees are committed to safeguarding and promoting the welfare of children and young people, and expect all staff and volunteers to share this commitment. • The EFSPT is committed to Trauma Perceptive Practice; the Essex approach to understanding behaviour and supporting emotional well-being. Being trauma-perceptive means that through our values, policies, and practice, we can effectively support the children, families, and communities in our Trust, creating spaces of belonging and safety that enable everyone to flourish, become resilient, and learn. • The duties above are neither exclusive nor exhaustive, and the post holder may be required by the headteacher to carry out appropriate duties within the context of the job, skills and grade.

PERSON SPECIFICATION

Wellbeing Mentor

General heading	Detail	Examples	Essential	Desirable
Qualifications & Experience	Specific qualifications & experience	Successful experience working with children in a school/early years environment NVQ Level 3 in learning support/early years/behaviour support or equivalent qualification/experience		
	Knowledge of relevant policies and procedures	Being aware of and working with the service policies in relation to Inclusion, Child Protection and physical contact with pupils.		
	Literacy	NVQ Level 3 in English or equivalent		
	Numeracy	NVQ Level 3 in Maths or equivalent		
	Technology	Good working knowledge of ICT to support learning		
Communication	Written	Ability to write detailed reports, letters and complete returns.		
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively		
	Languages	Specialist language/communication skills if appropriate		
	Negotiating	Ability to negotiate effectively with adults and children		
Working with children	Behaviour Management	Ability to demonstrate a range of effective behaviour management strategies		
	SEN	Ability to demonstrate that you encourage the inclusion of pupils with emotional and/or behavioural difficulties in a mainstream setting		

	Curriculum	Good understanding of the school curriculum Good working knowledge of specialist curriculum area(s) if appropriate		
	Child Development	Good understanding of child development Ability to assess progress and performance and recommend appropriate strategies to support development		
	Health & Wellbeing	Understand and support the importance of the physical and emotional wellbeing programme		
Working with others	Working with partners	Ability to make a proactive contribution to the work of the team supporting children, their families and carers Ability to work with parents and carers to improve support for children		
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults		
	Team work	Ability to make a distinctive contribution to the work of a team		
	Information	Contribute to the development and implementation of effective systems to share and safeguard information		
Responsibilities	Organisational skills	Excellent organisational skills Ability to remain calm under pressure Use own initiative and work independently		
	Line Management	Ability to manage and support the work of others		
	Time Management	Ability to plan and manage own time effectively Ability to meet deadlines		

	Creativity	Demonstrate a highly creative approach to supporting children and an ability to resolve problems independently		
General	Equalities	Awareness of and promotion of equality		
	Health & Safety	Good understanding of Health & Safety		
	Child Protection	Developed understanding and effective implementation of child protection procedures		
	Confidentiality/ Data Protection	Understand and comply with procedures and legislation relating to confidentiality		
	CPD	Demonstrate a clear commitment to develop and learn in the role Ability to effectively evaluate own performance		