



BEAUCHAMPS HIGH SCHOOL

Job Description



Beauchamps High School

Job Description

Job Title:	Wellbeing Support Assistant
Grade:	Local Government Services Scale 3 (pts 5-6)
Hours:	7 hours x 38 working weeks (30-minute unpaid lunch) (4 days @ 8.00am-3.30pm) (Expectation to work Monday and Friday, other days to be discussed at interview)
Responsible to:	Special Educational Needs Co-ordinator (SENCo), Mental Health Lead, and Headteacher

Purpose of job:

To provide high-quality pastoral and wellbeing support for students within the i-Matter provision, particularly those with social, emotional and mental health (SEMH) needs.

The role focuses on planning, delivering and evaluating targeted interventions on both a one-to-one and small group basis while providing tailored support to students who experience barriers to accessing lessons and the wider curriculum.

Working collaboratively with the SENCo, Mental Health Lead, EBSA Lead, teaching staff, families, and external agencies, the postholder will help students to develop emotional regulation, resilience, and the skills needed to access learning successfully, feel safe, and engage positively in school life.

The postholder will also contribute to the development of a nurturing, inclusive and trauma-informed provision and, if not already trained, will demonstrate a willingness to undertake Thrive training to enhance therapeutic support offered to students.



SPECIFIC DUTIES

A) Wellbeing & Intervention

1. Work directly with the therapeutic provision team in i-Matter to support students experiencing challenges with their wellbeing, anxiety, low mood, and/ or emotional dysregulation
2. Deliver structured 1:1 and small group interventions to support students with SEMH needs
3. Act as a keyworker for students who access i-Matter provision for an agreed period ensuring regular reviews
4. Help students develop coping strategies, emotional literacy, and resilience
5. Be a daily meeting point for students upon arrival at school offering a calm, supportive start to their day.
6. Provide a safe, calm, and supportive environment where students feel able to express themselves
7. Promote positive behaviour, self-esteem, and independence

B) Supporting the Student

1. Develop a working understanding of a wide range of learning support needs and apply this knowledge to support individual students effectively.
2. Support students to learn as independently as possible, both in group settings and one-to-one situations.
3. Establish and maintain positive, supportive relationships with students.
4. Encourage the inclusion and acceptance of students with additional or special educational needs.
5. Assist in facilitating the use of AV1 robots for students unable to access lessons, ensuring smooth setup and communication between staff and students.

C) Supporting the Teacher

1. Work with class teachers and other professionals to develop appropriate support programmes for students with learning or emotional needs.
2. Contribute to the maintenance and accuracy of progress records for identified children.
3. Participate in the evaluation and ongoing development of support programmes.



4. Provide regular, constructive feedback to class teachers regarding student progress, engagement, and challenges.

D) Supporting the School

1. Where appropriate, help strengthen links between school and home.
2. Liaise, advise, and collaborate with other members of the support team as required.
3. Contribute to multi-agency reviews and internal meetings related to student progress.
4. Attend relevant training, including mandatory in-service sessions and Thrive training.
5. Maintain an up-to-date awareness of school policies, procedures, and safeguarding expectations.
6. Handle confidential information appropriately and professionally in line with school policy.
7. Hold a full driving licence and have access to a vehicle with business insurance to enable home visits and school-wide support when required.

E) Thrive Approach (with support if awaiting training)

1. Deliver Thrive-based sessions to students individually or in small groups using the Thrive approach.
2. Support the delivery of agreed Thrive action plans tailored to students' social, emotional, and developmental needs.
3. Address students' SEMH needs through the structured Thrive Approach framework.
4. Track and evaluate progress using the Thrive assessment system.
5. Provide direct support to identified students — and where appropriate, their parents/carers — to address unmet developmental needs.
6. Maintain strong communication with parents, staff, students, and external agencies.
7. Work alongside the Mental Health Lead to address identified SEMH needs.
8. Maintain accurate records for all Thrive interventions.
9. Provide written reports and evidence for internal use or external professionals where required.



Any additional reasonable tasks as directed by the Headteacher, SENCo and Mental Health Lead, that fall within the scope of this role.