

Job Description and Personal Specification

Job title:	Wellbeing and Learning Support Assistant
Place of work:	Dunstable
Hours of work:	Term Time 32.5 hours per week
Salary/Grade:	£21, 342.00 actual salary
Reports to:	Nurture Teacher (SEMH)
Level of screening:	Enhanced DBS

Who we are

The Regulation Station CIC is committed to “training the future” by building strength from vulnerability. We prepare children and young people to thrive in life, not just in exams. Our work addresses the risk of poor outcomes for children and young people affected by mental health issues, exclusion, and systemic inequities.

We provide intervention through Dialectical Behaviour Therapy (DBT) self-regulation skills training for children and young people aged 5–18 who are at risk of exclusion or experiencing emotional challenges. Our work with parents and families identifies underlying needs and supports improved outcomes through tailored support and challenge.

Our Values

- Take care of yourself and others
- Be accountable for your actions and their impact
- Embrace vulnerability as a source of strength
- If it's not good enough for you, it's not good enough for anyone else
- Know what you want to achieve before you begin
- Be aware of your power and use it wisely
- Take time to stop and smell the roses

Our Core Principles

- All behaviour is communication
- Those we work with are doing the best they can and want to improve
- Those we work with need to do better, try harder and be motivated to change
- Those doing the work also need support

Purpose of the Role

The Outreach Wellbeing and Learning Support Assistant plays a key role in maintaining connection, emotional safety and access to learning for students who are unable to attend the provision consistently. The role combines relational support, regulation-first practice and flexible delivery of interventions in home, community or alternative settings.

The Outreach WLSA supports emotional wellbeing, behaviour and learning through DBT-informed skills coaching, personalised academic support and relational continuity. The role requires initiative, professional judgement and the ability to work independently within clear boundaries, supervision and safeguarding procedures.

What does good look like for this role?

An effective Outreach WLSA:

- Builds warm, boundaried and trusting relationships that help students feel safe in unfamiliar or challenging contexts.
- Uses co-regulation, attuned communication and predictable routines to support emotional safety outside the classroom.
- Responds to distress with curiosity, compassion and clarity, holding space for complex emotions.
- Works flexibly and creatively to meet students where they are—emotionally, physically and developmentally.
- Maintains high expectations for behaviour, engagement and progress, even when working off-site.
- Uses evidence-informed strategies, including DBT-informed skills, to support regulation and confidence.
- Communicates clearly with families and professionals, contributing to personalised plans and reviews.
- Supports reintegration into the provision or mainstream settings through relational continuity and consistent routines.
- Works safely and professionally in community and home environments, following risk assessments and safeguarding procedures.

Main Duties and Accountabilities

Creating Safety and Connection

- Build warm, respectful and boundaried relationships with students.
- Use co-regulation, attuned communication and predictable routines to support emotional safety.
- Notice early signs of stress and adapt your approach to reduce pressure.
- Maintain connection with students who are struggling to attend.
- Model the positive attitudes, values and behaviour expected of students.

Supporting Learning and Progress

- Provide targeted academic support in line with teacher guidance during outreach sessions.
- Break tasks into manageable steps and celebrate small wins.
- Support students to reflect on progress and set realistic goals.
- Reinforce learning and regulation strategies in home or community contexts.

Delivering Interventions

- Deliver DBT informed self-regulation skills sessions.
- Facilitate small group or 1:1 wellbeing interventions
- Support induction, transition and reintegration processes.
- Provide short term outreach support to maintain engagement and relational safety.

Behaviour and Relational Practice

- Use relational approaches to behaviour, seeing behaviour as communication.
- Support students to understand and express their emotions safely.
- Model emotional regulation and maintain strong professional boundaries.
- Contribute to consistent routines and expectations across outreach and on-site provision.

Safeguarding and Professional Practice

- Follow safeguarding procedures with clarity and accuracy.

- Carry out outreach only within agreed boundaries, risk assessments and reporting lines.
- Maintain confidentiality and professional boundaries.
- Engage in supervision, reflective practice and CPD.
- Uphold the values and relational culture of The Regulation Station CIC.

Personal Qualities

- Calm, steady and emotionally regulated presence.
- Warm, attuned and boundaried in relationships.
- Reflective, open to feedback and willing to adapt.
- Patient, consistent and resilient through challenge.
- Emotionally literate and able to support co-regulation.
- Curious, non-judgemental and committed to inclusion.
- Able to work as part of a relational, team-based environment.

Organisational Relationships

Parents and Carers
 The Regulation Station colleagues
 External agencies and other professionals
 Students
 Local Authority
 Multiagency teams
 Community leaders and organisations

The duties outlined above are not exhaustive. The postholder may be required to carry out additional appropriate tasks within their capability and role level. All staff are expected to uphold the safeguarding commitment and values of The Regulation Station.

Due to the nature of the role, an Enhanced DBS check is required. Applicants must disclose any unprotected convictions or cautions. A criminal record does not automatically disqualify a candidate, but failure to disclose relevant information may lead to dismissal.

Job Title: Person Specification		
COMPETENCY	ESSENTIAL	DESIRABLE
QUALIFICATIONS	GCSEs or equivalent Level 2 qualifications in English and Maths NVQ Level 2 or equivalent in a relevant area	Youth Mental Health First Aid or equivalent Recognised qualification or formal training in behaviour management and trauma-informed practice
KNOWLEDGE	Understanding of child development and behaviour regulation. Awareness of inclusion, equalities, SEN and safeguarding requirements. Knowledge of behaviour and emotional wellbeing strategies and how to apply them in practice.	Knowledge gained through casework with young people with emotional or wellbeing needs. Understanding of youth work principles or experience delivering high-quality youth services.
EXPERIENCE	Experience supporting students who struggle to attend or engage, using flexible and relational approaches. Evidence of successful work with disaffected or emotionally vulnerable students. Experience supporting students with SEN and emotional needs in school or alternative provision. Experience using ICT tools (e.g., Word, Excel) to support student tracking and communication. Experience working within multidisciplinary teams and engaging with external professionals.	Experience of working within therapeutic frameworks to support students Experience working in multidisciplinary teams.

	Experience planning and delivering structured interventions or wellbeing group work. Experience delivering structured interventions or wellbeing sessions. Experience working in community or home settings, or similar outreach-style roles.	
SKILLS & ABILITIES	Ability to work safely and professionally in community or home settings, following boundaries, risk assessments and safeguarding procedures. Ability to adapt approaches to meet students' changing needs. Ability to build trust and rapport with students and families. Skill in managing challenging behaviour using relational, non-shaming approaches. Confidence in delivering small-group or individual interventions. Effective communication skills, including strong listening and problem-solving abilities. Ability to remain calm under pressure and respond appropriately to students' needs. Creativity and initiative in resolving problems independently. Ability to support students' reintegration into the	Ability to apply knowledge and skills from training in practical classroom contexts. Ability to assess progress and recommend strategies to support development.

	provision or mainstream settings.	
OTHER	Alignment with the mission, values and relational culture of The Regulation Station CIC. Commitment to personal growth, reflective practice and ongoing professional development. Full UK driving licence. Willingness to travel to mainstream settings to support student reintegration. Ability to provide outreach support within agreed procedures, boundaries and supervision. Willingness to obtain business insurance for outreach travel (support available to cover the upgrade cost).	Business Insurance in place

Revised March 2026