

Hull Collaborative Academy Trust

Post title	Wellbeing Support Officer
Grade	4 (£19312 – 20092 pro rata) actual salary (£14,183 - £14,756)
	32.5hours per week, Term-time only (190days)
Reports to	Emotional Well-Being Worker / Deputy Head
Location of post	HCAT Dorchester Primary School

Main Purpose of the Post

1. To work under an agreed system of supervision assisting the Deputy & Assistant head to address the needs of pupils who need particular help to overcome barriers to learning such as attendance, behavioural and emotional difficulties, through restorative counselling, supervision and close liaison with home and outside agencies. To establish relationships that support the pupil in reaching their potential.

Main Duties and Responsibilities

2. To promote and safeguard the welfare of children, young people and/or vulnerable adults
3. At the direction of the Deputy Head and Emotional Well-Being Worker assist with the delivery of pastoral support to pupils, and deliver on whole school initiatives such as Anti Bullying, Anger Management etc.
4. Supervise pupils excluded from, or otherwise not working to, a normal timetable
5. Follow the comprehensive assessments of pupils made by the Inclusion Team to determine those in need of particular help.
6. Assist the teacher, Deputy head and SENDCO with the development and implementation of Individual Plans, including EHCPs, PSPs and De-escalation.
7. Establish productive working relationships with pupils, acting as a role model.
8. At the direction of the Deputy Head and Emotional Well-Being Worker, complete 1:1 mentoring arrangements with pupils and provide support for distressed pupils, using counselling and advocacy skills.
9. Assist in the management of transfer of pupils from phase to phase and the integration of pupils who have been absent from school.
10. Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance, and support them in ensuring their choices have a positive impact on their learning.

11. Challenge and motivate pupils, promote and re-inforce self-esteem, through the use of varied strategies and Individual Plans.
12. Provide administrative support e.g. dealing with correspondence, compilation/analysis reporting on emotional support, access and learning and supporting home to school and community links.
13. Assist in the development and implementation of appropriate behaviour management strategies.
14. Be aware of and support difference and ensure that all pupils have equal access to opportunities to learn and develop.
15. Support the school as a representative at any meetings with various outside agencies as appropriate e.g Social Services, Education Welfare, Education Psychologists.
16. Build strong and effective working relationships with parents and carers so that pupils are able to flourish.
17. Support families where children are experiencing emotional difficulties and liaise with the Academy's emotional wellbeing team.

Responsibility

1. Responsibility for staff

None

2. Responsibility for customers/clients

Parents/Carers, Pupils, Education Welfare, Social Services

3. Responsibility for budgets

None

4. Responsibility for physical resources

Confidential case files and associated paperwork for pupils.

Contacts and Reason for the Contact:

1. Within Service Area/Section

Works closely with all members of the teaching and support staff to provide advice and feedback on issues and to contribute to strategies to improve attendance, behaviour and wellbeing in liaison with parents and families

2. Any other Trust Areas (where applicable)

None

3. With External Bodies to the Academy

Works closely with the Education Welfare department to improve attendance, with Social Services, Education Psychologists and other relevant agencies who will have involvement in removing barriers to learning.

Risks to health

No physical demands

Moderate risk as there is a requirement to visit students and families to challenge on difficult issues such as non-attendance of pupils etc and reactions may be difficult to deal with.

Moderate risk of emotional demands as regularly exposed to highly confidential and sensitive information which can be of an upsetting nature. Required to work with and engage a range of students and families who maybe hostile or difficult to help or have a range of challenging conditions.

Person Specification

The person specification should be agreed in advance of the advert being placed and should specify criteria that will be used to decide the best candidate for the post. The selection process should be designed to test all of the requirements including questions, tests, presentation etc.

CRITERIA - headings and details for this post	ESSENTIAL	METHOD OF ASSESSMENT*	DESIRABLE	METHOD OF ASSESSMENT*
QUALIFICATIONS	NVQ Level 2 for TAs or equivalent Very good numeracy/literacy skills First Aid, or a willingness to undertake First Aid training Safeguarding Level 1 Trained in Restorative Practice	AF AF, I AF, I AF AF	Basic Counselling training Mental Health in school training Team Teach / Positive Handling	AF AF AF
EXPERIENCE	Experience of working with children with challenging behaviour Experience of working with vulnerable children and those with emotional difficulties Experience of working in a school	AF, I R AF, I R AF	Experience of providing ELSA sessions with pupils	AF, I, R
KNOWLEDGE	A knowledge and commitment to safeguarding and promoting the welfare of children and young people Awareness of relevant policies/codes of practice and awareness of relevant legislation, including safeguarding and data protection	I I	Awareness of curriculum/planning issues/Personal, Social, Health, Citizenship Education (PSHCE)/Social and Emotional Aspects of Learning (SEAL) Knowledge of relevant strategies e.g. Behaviour management, emotional well being	I AF, I

SKILLS	<p>Motivation to work with children and young people and/or vulnerable adults</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with children and young people and/or vulnerable adults</p> <p>Ability to work independently with groups of pupils outside the classroom area</p> <p>Ability to use ICT effectively to support learning</p>	<p>AF I, R</p> <p>AF, I, R</p> <p>I, R</p> <p>AF, R</p>	A working knowledge of counselling skills	I, R
PERSONAL QUALITIES	<p>Ability to establish professional, effective working relationships with a range of partners/colleagues and children & young people and/or vulnerable adults.</p> <p>Excellent organisational and communication skills</p> <p>Excellent verbal skills</p>	<p>AF, I, R</p> <p>AF, I, R</p> <p>AF, I, R</p>	Desire to make a difference to pupils who face challenges	AF, I, R
OTHER REQUIREMENTS	<p>High level of ability to communicate accurately in writing with a range of people – reports and letter writing</p> <p>Minute taking and ability to record actions concisely and accurately at multi disciplinary meetings</p> <p>Good attendance and general commitment to the school</p>	<p>AF, I, R</p> <p>AF, I, R</p> <p>AF, I, R</p>		

*Key: AF=application form; I=interview; T=test; P=presentation; R=references