



JOB DESCRIPTION

Job Title:	Pupil Wellbeing Lead
Department:	Pastoral Team
Grade:	Single Status 8
Responsible to:	DSL and Pastoral Support Manager
Responsible for:	Work with and provide support for vulnerable young people to help them to reach their potential.

Purpose of the Role:

This role is to provide support for vulnerable pupils, in particular pupils who are Children in Care (CiC) or Post-CiC (PCiC) to enable them to reach their potential in an education setting. The role will involve working closely with the Designated CiC Teacher, SENCo, DSL and Pastoral Leaders to provide pastoral care and social, emotional and mental health (SEMH) to vulnerable pupils.

Support for pupils includes working in partnership with a range of stakeholders, parents, carers, support staff, virtual school and outside agencies to ensure the continuity and progress of vulnerable groups, including CiC and PCiC with regard to their SEMH needs and therefore indirectly to their academic outcomes.

The Pupil Wellbeing Lead will provide drop-in support during unstructured time (before school, break and lunch) in the school wellbeing hub, The Hive. Also providing a regulation space in the Hive for pupils to regulate their emotions before returning to lessons, this is particularly important for pupils who have experienced previous suspensions and changes of school placement. When providing a drop-in support for pupils, the Pupil Wellbeing Lead will identify supportive interventions or services for pupils that may be delivered internally or may require referrals to external services. For pupils who would benefit from 1:1 support or small group support, particularly for pupils in danger of exclusion or becoming NEET (Not in Education, Employment or Training) the Pupil Wellbeing Lead will provide 1:1 or small group support and contribute to an Additional Needs Plan to prevent this from occurring.

The role is widespread across all year groups to support pupils from Year 7 to Year 11, although there may be times when the Pupil Wellbeing Lead is allocated to a particular year group or key stage to provide pastoral support. The role also supports the PSHe Co-ordinator in the delivery of a high-quality, spiritual programme in PSHe/Relationships and Sex Education. This role forms a part of the Whole School approach to Mental Health and Wellbeing, the post holder will be a designated Mental Health First Aider and will also contribute to staff training on Pastoral Care issues. Pupil Leadership is a very important opportunity for pupils to build skills and confidence, the Pupil Wellbeing Lead will coordinate the pupil wellbeing ambassadors and heads of house within the pupil body.

Key tasks:

- To be available to pupils in the Hive (wellbeing hub) to provide a drop in service before school and during break time and lunchtime, for pupils to share concerns, seek support and receive signposting where appropriate for further support.
- To be available at key times for identified pupils who may need to have a regulation break during specified lessons, intervene and support pupils who require additional support for SEMH at times of dysregulation, heightened anxiety, to support implementing identified strategies to de-escalate or self-regulate and allow re-engagement to learning at the earliest opportunity.

- To support the transition programme, with a focus on PP pupils and in-year transfers for a smooth transition.
- To meet with Pastoral Leaders to offer support and discuss strategies for key pupils.
- To be involved in delivering staff training for pastoral care approaches.
- To be involved in key meetings as part of the “Team around the Child” along with pastoral leaders and key staff.
- To make home visits for pupils that are struggling with school life, experiencing Emotionally Based School Avoidance (EBSA) or requiring a safeguarding welfare check.
- Build appropriate relationships with identified pupils in order to provide the role of a “trusted adult” in school.
- To monitor the “Whisper App” for anonymous pupil reporting and respond to concerns raised.
- Work with individual pupils and small groups to deliver identified interventions, such as; equalities intervention, managing emotions, anti-bullying, building positive relationships, etc
- Attend meetings and support the preparation of PEP’s (Personal Education Plan) for CiC.
- Work with the Designated CiC Teacher and the school’s Careers’ Lead to promote and support engagement in widening participation events, careers events and post-16 applications.
- Work with the Designated CiC Teacher and DSL to promote the engagement of vulnerable pupils including CiC pupils in extra-curricular activities and roles of responsibility within the school, eg: school clubs, Student Listener, Wellbeing Ambassador.
- Work with the Designated CiC Teacher, DSL and SENCo to promote the awareness and knowledge of SEMH needs in relation to vulnerable groups of pupils throughout the school.
- Coordinate the Wellbeing Ambassadors and pupil Heads of House (pupil leadership roles) alongside the PSHe Lead, supporting children to share their voices and to run special events throughout the school year to promote key messages, for example during anti-bullying week, children’s mental health week, etc
- Meet regularly with the Pastoral Leaders and safeguarding team to assist with any additional information sharing and further requirements such as referrals to other professionals, contributing to ANP or PEP meetings.
- Attend and contribute to termly Pastoral Care meetings.
- Provide support to Pastoral Leaders in pastoral tasks such as; pupils on report, punctuality and attendance, absentees and truancy, pupil induction and integration, coaching and mentoring.
- Liaise and respond to carers/parents, pastoral leaders, teaching staff and pupils regarding pastoral concerns, attendance, special events for any key pupils that you are working with.
- Work directly with and seek to raise the achievements of targeted groups of pupils.
- Provide admin support to Pastoral Leaders including; updating reports, data and records of interventions.
- Maintain confidential file system liaising with the DSL on safeguarding concerns.
- Attend relevant school meetings as required, be available on annual School open evening.
- To respect confidentiality at all times.
- To undertake CPD training as required.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in the job description.



PERSON SPECIFICATION

Pupil Wellbeing Lead

Essential education and qualifications

- RQF level 4 qualification in a subject related to SEMH or Child psychology
- RQF level 2 in English and Mathematics

Essential key skills, abilities, knowledge, experience, values and behaviours

Experience:

- Experience of working with vulnerable groups.
- Experience of working with a range of young people and adults.
- Evidence of being an emotionally intelligent, reflective worker.
- An understanding of safeguarding children procedures.
- Experience of using ICT.

Knowledge:

- Knowledge of requirements for maintaining the health, safety and security of yourself and others in the learning environment.
- Up to date knowledge of challenges facing young people today (e.g. mental health, self harm, pressures linked to social media, substance misuse.)
- A knowledge of children's development needs
- An understanding of the varied needs of vulnerable pupils including SEN and CiC pupils.

Skills and Abilities:

- Ability to use language and other communication skills that pupils can understand and relate to.
- Ability to establish positive relationships with pupils and empathise with their needs.
- Ability to demonstrate active listening skills.
- Ability to offer constructive feedback to pupils to re-inforce positive self esteem.
- Ability to work effectively and supportively as a member of the pastoral care team.
- Ability to work within and apply all school policies e.g. behaviour management, safeguarding and child protection, Health and Safety, Equal Opportunities, etc
- Ability to work under pressure and manage your own time effectively.
- Ability to demonstrate robustness and emotional resilience in challenging situations.
- Ability to work with parents in a supportive manner.
- Ability to work independently, in a role that can feel isolated due to the ad-hoc / responsive nature of the role.
- Holding a valid UK driving license – ability to drive to meetings or home visits.

Values and Behaviours:

- A personality to merit the respect of pupils and to encourage their active involvement in the learning process, both in and out of lessons.
- An excellent communicator being able to build successful relationships with all groups of pupils, staff, parents and professionals from outside agencies.
- Highly motivated, clear thinking and principled. Committed to equality of opportunity for all pupils.
- Willingness to participate in further training and developmental opportunities offered by the school and County, to increase knowledge.
- Willingness to maintain confidentiality on all school matters.
- Integrity, good humoured, with a caring and positive outlook.

Desirable key skills, abilities, knowledge, experience, values and behaviours

Experience:

- Experienced working in a school environment, supporting vulnerable people.
- Awareness of the care system and experiences of young people within the care system.

Knowledge:

- Impacts of attachment difficulties for young people and adults.
- Impacts of Adverse Childhood Experiences.
- Knowledge of working in a trauma-informed way.

Skills and Abilities:

- Ability to lead training in SEMH approaches and Substance Misuse.
- Skills in leading small group work or interventions.
- Willingness to complete a minibus license
- Willingness to complete a First Aid Course and support First Aid Team within school when needed

Values and Behaviours:

- Driven to champion young people, particularly vulnerable young people who may need someone to advocate for them.

Document version control:

Date created/amended: 03.01.2024 created

Name of person created/amended document: Emma Dann DSL created

Job Evaluation Reference: 14358

Health & Safety Functions

This section is to make you aware of any health & safety related functions you may be expected to either perform or to which may be exposed in relation to the post you are applying for. This information will help you if successful in your application identify any health-related condition which may impact on your ability to perform the job role, enabling us to support you in your employment by way of reasonable adjustments or workplace support.

Function	Applicable to role
Using display screen equipment	Yes
Working with children/vulnerable adults	Yes
Moving & handling operations	No
Occupational Driving	Yes
Lone Working	Yes
Working at height	No
Shift / night work	No
Working with hazardous substances	No
Using power tools	No
Exposure to noise and /or vibration	No
Food handling	No
Exposure to blood /body fluids	No