Dysart School

Educating, Enabling, Evolving

Job Description

Title: Quality of Life Practitioner Grade: E

Relationships

Responsible to: Principal and the Senior Leadership Team/ PBS Advisory Teacher

Responsible for: Pupils/Practice/Systems

Important Internal Relationships: Governors, Principal, Teaching and support staff at the school, Pupils, Parents

Important External Relationships: Parents, Visitors to the school, Police & Support Agencies, Local Authority

Main Purpose of Job:

- To promote pupils' emotional wellbeing, voice and quality of life across Dysart School
- To deliver direct pupil support through in-class practice and targeted 1:1 interventions, including sessions delivered in the Nest
- To develop and apply a detailed understanding of pupils' emotional experiences, relationships, motivation, and sense of meaning
- To use recognised wellbeing frameworks (e.g. PERMA) to identify what is *important to* and *important for* each pupil
- To ensure identified wellbeing priorities are embedded within daily practice, PBSPs, EHCP outcomes and transition planning
- To work collaboratively with class teams to translate wellbeing assessment into consistent, practical support
- To work in partnership with families and members of the senior leadership to ensure a coordinated, pupil-centred approach

Specialised Responsibility:

- Hold specialist responsibility for assessing, interpreting and promoting pupils' emotional wellbeing, quality of life and pupil voice across the school.
- Exercise professional judgement to design, deliver and evaluate targeted wellbeing and quality of life interventions.
- Provide specialist guidance and influence staff practice through modelling, coaching and reflective support.
- Contribute expert input to PBSPs, EHCP outcomes, reviews and transition planning
- Act as a key professional contributor within multidisciplinary teams, ensuring wellbeing and quality of life priorities are embedded consistently.
- Maintain accountability for the quality, consistency and impact of wellbeing practice within areas of responsibility.
- Leading on assessment using PERMA profile and other assessments as required/developed

Main Responsibilities:

- Take a lead role in assessing pupils' emotional wellbeing, quality of life and engagement, using recognised frameworks and professional judgement to inform provision across classes and settings.

- Design, deliver and evaluate specialist wellbeing and quality of life interventions, including targeted 1:1 work and in-class practice, adjusting approaches in response to pupil need and impact.
- Work in partnership with class teachers to plan and embed wellbeing-informed strategies within learning activities, routines and environments, ensuring approaches are appropriately challenging, inclusive and responsive.
- Translate wellbeing assessment and pupil voice into practical, consistent strategies that inform daily practice, PBSPs, EHCP outcomes and transition planning.
- Act as a key contributor to multidisciplinary planning, working closely with the Emotional Wellbeing Practitioner, PBS Lead, Active Support Practitioners and therapy colleagues to ensure coordinated, pupil-centred support.
- Plan, deliver and model high-quality wellbeing and PBS-aligned practice across the school, providing guidance, coaching and constructive challenge to staff to ensure consistent and effective implementation.
- Monitor and evaluate the impact of wellbeing and quality of life interventions using a range of qualitative and observational measures, maintaining accurate records and contributing to professional reports and reviews.
- Represent pupils' emotional experiences, preferences and communication in meetings and documentation, ensuring pupil voice is accurately interpreted and meaningfully reflected.
- Contribute specialist knowledge to EHCP reviews, transitions and future planning, including preparation for adulthood and post-16 pathways where appropriate.
- Support the development of staff practice through informal coaching, modelling, mentoring and contribution to internal training related to wellbeing, emotional regulation and quality of life.
- Exercise professional autonomy in prioritising workload across classes and settings, while maintaining accountability to agreed outcomes and school priorities.
- Maintain high professional standards in relation to safeguarding, confidentiality, health and safety and ethical practice, acting as a role model for others.
- Engage in ongoing professional development and reflective practice, contributing to the evolution of wellbeing and quality of life approaches across the school.

Other requirements of the post

- Act in accordance with the school's values and PBS approach, promoting dignity, respect and positive relationships always.
- Follow the School Handbook, Code of Conduct and associated policies, modelling consistent and professional practice.
- Undertake duties reasonably requested by the Senior Leadership Team that are commensurate with the role and grading.
- Engage positively in training, supervision and professional development to strengthen practice.
- Maintain professional, respectful and collaborative working relationships.

- Uphold confidentiality and always handle sensitive information appropriately.

Training can include :

- Attending all whole school INSET days/twilight sessions.
- Attending external training courses which relate directly to the role.

Whole school responsibilities

- Uphold and promote the school's values and Positive Behaviour Support (PBS) approach, ensuring practice is grounded in dignity, respect and positive relationships.
- Contribute to a safe, inclusive and supportive school environment where all pupils are supported to engage and thrive.
- Share responsibility for safeguarding and promoting the welfare of children and young people, in line with statutory guidance and school procedures.
- Work collaboratively with colleagues across the school to support consistency of practice and positive outcomes for pupils.
- Comply with all Trust and school policies, procedures and professional standards, including those relating to behaviour, health and safety and equal opportunities.
- Engage in whole-school development, training and reflective practice as appropriate to the role.

Person Specification
Quality of Life Practitioner (GRADE E)

Essential	Desirable
Qualifications	
GCSE grade 9–4 (or equivalent) in English and Mathematics	A Level or equivalent professional qualification in a relevant area (e.g. emotional wellbeing, pastoral care, psychology, education or SEND)
Evidence of developing specialist skills within a support role related to wellbeing, communication or emotional regulation	
Experience/Knowledge	
Secure understanding of child and adolescent development, particularly emotional regulation, attachment and wellbeing	Experience using PERMA or other recognised wellbeing or quality of life frameworks.
Proven experience working effectively with children and young people, supporting emotional wellbeing, engagement and participation.	Experience/ Knowledge in ELSA, emotional wellbeing, therapeutic or pastoral roles.
Experience working with pupils with complex communication needs, including interpreting emotional cues, preferences and pupil voice	Experience leading/ contributing to staff training or professional development
Knowledge of wellbeing or quality of life approaches within educational settings	Experience contributing to person-centred planning, including PBSPs and/or EHCP documentation
Understanding of safeguarding, equal opportunities and relevant legislation, aligned with PBS values of dignity and respect	Experience supporting transitions, including preparation for adulthood or post-16 planning
Working knowledge of health and safety procedures, supporting safe and least-restrictive practice in line with PBS principles	
Skills and abilities	
Ability to organise own work, manage time effectively and work with appropriate guidance	Ability to influence and support consistent wellbeing and quality of life practice across teams and settings
Competent use of IT systems to support learning, record observations, and communicate effectively with staff and professionals	Confidence contributing specialist insight to multidisciplinary meetings, reviews and planning
Excellent communication and interpersonal skills, with the ability to work collaboratively with families and professionals	Ability to support staff development or training related to wellbeing and emotional regulation
Build trusting, therapeutic relationships with pupils and staff through 1:1 and in-class work	Ability to manage sensitive or complex conversations with families and professionals
Strong observational and analytical skills, with the ability to interpret, record and represent pupils' communication and emotional experiences	
Translate wellbeing and emotional needs into practical, accessible strategies embedded into daily practice.	
Confidence supporting and guiding staff through coaching, modelling, reflective discussion and respectful professional challenge	

Work flexibly across classes and settings	
Willingness and ability to continually improve own practice through self-evaluation and learning from others.	
Additional Factors	
Commitment to always safeguard and promote the welfare of children and young people	
Willingness to engage in reflective practice, supervision and ongoing professional development	
Willingness to contribute to whole-school development and evolving practice related to wellbeing and quality of life	