



Prince Henry's Grammar School  
COLLABORATIVE LEARNING TRUST



# Student Wellbeing Officer

## INFORMATION FOR APPLICANTS

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Salary Scale NJC Grade C3 Scale Points 19-22  
Actual salary £24,526 to £25,779 p/a

34.5 hrs a week term time only plus 1 day

Required from February or March 2025



## Student Wellbeing Officer

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**Location:** Prince Henrys Grammar School

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**Contract:** Permanent

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**Closing Date:** Monday 20<sup>th</sup> January 2025

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**Selection Day:** Monday 27<sup>th</sup> January 2025

## Student Wellbeing Officer

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Thank you for your enquiry regarding this post.

Please look on the school's website [www.princehenrys.co.uk](http://www.princehenrys.co.uk) for more information about the school and for relevant policies e.g. Child Protection etc.

You will find in this booklet:

- Information about the post
- Information from the headteacher
- Job Description
- Person Specification
- Guidance for completing the application form

If you have a disability and require this information in a different format, for example, Braille, larger print or on CD, please contact the HR Assistant at the school:

[hrs@princehenrys.co.uk](mailto:hrs@princehenrys.co.uk)

The closing date for applications is **Monday 20<sup>th</sup> January 2025**. Please note that it is our policy not to accept late applications. Shortlisting will commence immediately, and it is anticipated that interviews will be held **Monday 27<sup>th</sup> January 2025**.

Following the closing date, a recruitment panel will review the information provided and consider how well it matches the person specification. Shortlisted candidates will then be invited in for interview and references taken. On the interview day a number of sessions may be organised which may include completing a tour of the school, a classroom teaching observation (for teaching posts only), a written or data task, meeting with students or, dependent on the role, a combination of the above. The results of these sessions will inform the panel in their decision to take candidates through to a formal interview.

The school is committed to safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment. All appointments will be subject to an Enhanced Disclosure and Barring Service check. Shortlisted candidates are also subject to a basic online search, in line with current KCSiE policy.

We aim for diversity within our workforce. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age, disability, pregnancy/maternity, gender identity or gender transition.

All Collaborative Learning Trust schools are non-smoking/vaping sites.

Please note it is the Trust's policy that reimbursement will not be made with regard to candidates' expenses.

## INFORMATION ABOUT THE POST

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### THE YEAR GROUP SYSTEM

The school has a very effective year group system with the relationships between student, Personal Tutor and parent/carer seen as key in ensuring continuity and progression for students.

The Pastoral structure is led by the Deputy Headteacher: Behaviour & Attitudes and Assistant Headteacher: Safeguarding & Wellbeing. There are three Directors of Key Stage in charge of Key Stage 3, Key Stage 4 and Key Stage 5 and Assistant Directors of Key Stage in Key Stages 3 and 4. Each Year Group has its own Year Manager who works closely with their year group's Personal Tutors. We have excellent links with outside agencies. Liaison with feeder primary schools is led by the Key Stage 3 Director and Year 7 Year Manager. Registration is computerised and is supported by full time administration staff.

### Post of Student Wellbeing Officer

The Student Wellbeing Officer will work with the Pastoral Team, identifying barriers to learning and engagement of vulnerable children, leading and supporting individual plans to ensure improvement, in particular to diminish the difference in attendance between the Disadvantaged cohort and other students.

The Student Wellbeing Officer will support an identified cohort of disadvantaged students to enable an improvement in attendance and engagement in learning. The relationship between home and school is seen as crucially important in helping students to reach their full potential and therefore the role may involve home visits or meetings with parents/carers and outside agencies, in some cases leading to the preparation of case notes for legal proceedings.

The school encourages staff to participate in any relevant training, expecting them to be committed to continuous improvement and learning and to take responsibility for their professional development.

### Positive Discipline

The school has an established and maintained atmosphere conducive to learning in which each individual student is encouraged to realise his or her full potential. This involves the setting of high standards underpinned by a consistent set of values, by support and encouragement of students towards high attainment and personal responsibility, and by an ordered discipline within the school. In such an atmosphere, students feel secure and members of staff, both teaching and non-teaching, are accorded proper respect and consideration.

The Positive Discipline philosophy is centred around three very simple concepts:

- that all young people enjoy being effectively rewarded for their efforts;
- that most young people need clear guidelines in terms of what constitutes acceptable behaviour;
- that effective communication between teachers, parents/carers and students is essential in effective schools.

## ABOUT COLLABORATIVE LEARNING TRUST

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Currently, the Trust comprises of:

1. Prince Henry's Grammar School, Otley, Leeds
2. Bramhope Primary School, Bramhope, Leeds
3. St Mary's Church of England Primary Academy, Hunslet, Leeds
4. Micklefield Church of England Primary Academy, Micklefield, Leeds
5. All Saints Church of England Primary School, Little Horton Green, Bradford
6. Trinity All Saints Church of England Primary School, Bingley
7. Ashfield Primary School, Otley, Leeds

### VISION

The Collaborative Learning Trust will be recognised as a highly successful learning community that provides outstanding, sustainable, and inclusive 'nursery to 19' education for young people of all abilities. Students will leave Collaborative Learning Trust schools having enjoyed their education and developed into lifelong independent learners with the creativity, adaptability, resilience and leadership skills to contribute to, and succeed in, our 21st century society.

### Our vision is underpinned by the following values:

- **Education for the common good of the whole community** – supporting the development of lifelong independent learners with the creativity, adaptability, resilience and leadership skills to contribute to society
- **Education for dignity and respect** – a focus on equality for all, trust, integrity, respect and an appreciation of diversity
- **Education for wisdom, knowledge and skills** – high quality teaching and learning designed to secure the 'all round' education of young people and engender a passion and enthusiasm for learning
- **Education for hope and aspiration** – a culture of aspiration and success (in students, staff and governance)

### This will be achieved through:

- A commitment to a genuinely collaborative approach to ensure sustained school improvement towards the vision
- Strong ethical leadership and behaviour at all levels
- Autonomous ethos and identity for each school, whilst sharing core values and vision across both church and non-church schools
- Effective staff professional development and opportunities for excellent practitioners to develop their career

*'We as a Trust have signed up to the Yorkshire and Humber climate action pledge, making a commitment to protecting the climate and nature'*

# COLLABORATIVE LEARNING TRUST EMPLOYEE BENEFITS

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The Collaborative Learning Trust promotes employee wellbeing across all of our schools. Our well-being charter defines well-being as "The State of being comfortable, healthy and happy". We understand that the responsibility for well-being is shared across all members of our community and it aligns perfectly with the values of our Trust.

One of the many ways we implement this is through our fantastic employee benefits, which include:

## **Employee Assistance Programme:**

A 24/7 confidential advice and counselling helpline available at no cost to all employees.

## **Pension Scheme:**

We offer a fantastic teaching and support staff pension scheme.

## **Cycle to work scheme:**

Spread the cost of a new bike over 12 or 24 months through salary sacrifice (terms and conditions apply).

## **Home and Tech scheme:**

Spread the cost of a Curry's or Ikea gift card over 12 months through salary sacrifice (terms and conditions apply).

## **bYond:**

A pre-paid card that lets you earn cashback when shopping at your favourite stores.

## **Extras discounts:**

Save up to 10% on the upfront cost of a wide range of big-brand gift cards.

## **Tastecard Promotions:**

Discount on an annual subscription which allows you to Save up to 50% off at hundreds of participating restaurants.

## **RAC Membership Cover:**

A 12-month salary sacrifice offering different levels of cover options for up to 4 vehicles (terms and conditions apply).



## INFORMATION ABOUT PRINCE HENRY'S GRAMMAR SCHOOL

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Prince Henry's is an over-subscribed comprehensive school with over 1660 students, including around 350 in the Sixth Form. It has been named in the Times Parent Power guide as one of the top comprehensive schools in the North of England. Our extremely positive Ofsted report (November 2024) confirms us as an **outstanding** school **across all areas**. Regardless of our current success, we strive for the continuous improvement of our educational provision so that our students are fully prepared for 21st century society. We serve the market town of Otley (in the Wharfe Valley) and the surrounding villages including Pool, Bramhope and Adel. The Wharfe Valley is a wonderful region in which to live and work. It is close to areas of outstanding natural beauty, yet also benefits from good transport links to key towns and cities across the country.

Prince Henry's Grammar School has a rich history dating back to its Royal Charter of 1607 and to this day the school remains at the heart of the local community. We work hard to maintain strong links, for example through community use of our sporting facilities and our provision of an extensive Community Education Programme.

High standards, in both the academic and broadest sense of the word, continue as the underlying principles of all that we do. Our behaviour and achievement policy, known as Positive Discipline, is central to this. The system rewards students for what they do well, whilst also providing a framework within which misdemeanors are challenged and sanctioned in a consistent manner. This results in the extremely positive attitudes to learning that exists amongst our students. Prince Henry's is an enjoyable place to work and learn and we aim to appoint colleagues who shares our commitment to high professional standards.

Our focus on equality and diversity has a significant impact on the philosophy and operation of the whole school. An international perspective is evident in all areas of school life and all colleagues are expected to deal with issues of global citizenship and equality through their role in school. Typically, over 500 students take part in one of a dozen or more foreign trips and exchanges each year.

Our commitment to promoting equality and celebrating diversity lies at the heart of our vision, and we have received national acclaim for our work in this respect. The school holds the highest level of the Stephen Lawrence Education Standard and has supported several other schools to develop their own inclusive practices through the RED award developed internally.

Extra-curricular and enrichment provision is rich and varied. There are strong sporting traditions (including rugby, netball, hockey, athletics and swimming) and considerable interest in outdoor pursuits through a successful Duke of Edinburgh Award programme. Music, drama and a variety of other activities also flourish. Governors and trustees are keen to appoint staff who will support the vibrancy of our school.

For further information about Prince Henry's, including details of the current curriculum offer, please see the school website [www.princehenrys.co.uk](http://www.princehenrys.co.uk) and the school's prospectus documents [here](#)

## INFORMATION FROM THE HEADTEACHER

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Dear Prospective Applicant,

We would like to thank you for your interest in applying for this post at Prince Henry's Grammar School.

Of particular interest to new members of staff is the emphasis placed on high quality professional development. Prince Henry's is a strategic partner in the Red Kite Teaching School Alliance and as such we work with our partners to develop and deliver high quality CPL to staff in our own school and across the region. This ensures good access to development opportunities for our teaching and associate staff.

A number of services and benefits have been developed including such things as free coffee/tea at break time, parking, annual flu vaccinations, access to Cycle to Work and Computer schemes, corporate gym membership, staff takeaway meal service through Henry's Diner, long service awards and social events organised by the Staff Committee. There is also an opportunity for the children of staff to access the excellent education available at Prince Henry's in line with the Admissions Policy.

Over recent years the already strong educational provision at Prince Henry's has improved even further, and consequently the reputation of the school. As a result, Prince Henry's has grown in size, including significant growth in the sixth form. Despite the school's achievements, governors and school leaders are not complacent, and seek to employ staff with the ambition, knowledge and skills to contribute to further improvement in this larger than average comprehensive school.

This is an exciting time to join a forward-thinking and ambitious school. I have been in post as Headteacher since April 2022 and have since made three appointments to the Senior Leadership Team. As such, we are looking to keeping the aspects which work constant and maintain excellence, whilst pushing ourselves even further to ambitious levels. That said, staffing is stable at Prince Henry's; it is hard to leave such a wonderful school and we all benefit from a huge range of experience and stability.

We hope that after reading the information about this vacancy you will want to apply. Please clearly describe your relevant skills and abilities, knowledge and experience (see Person Specification) in the appropriate sections of the application form and explain why these make you an ideal candidate for your chosen post. We look forward to receiving your application.

Yours faithfully

**Sally Bishop**  
**Headteacher**





## JOB DESCRIPTION: STUDENT WELLBEING OFFICER

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<b>Name:</b>	
<b>Faculty:</b>	Pastoral
<b>Salary Grade:</b>	NJC Grade C3 scp 19-22 Actual salary £24,526 to £25,799 p/a
<b>Contract Type:</b>	Permanent Monday to Friday 34.5hrs per week term time plus 1 day
<b>Responsible to:</b>	Assistant Headteacher: Safeguarding & Wellbeing

### PURPOSE OF ROLE

To support the improved attendance and progress of all students but especially disadvantaged students by working collaboratively with parents/carers, inclusion staff across all key stages and other professionals. To support the pastoral team to identify barriers to learning and engagement for vulnerable children and lead on individualised plans to ensure improvement and, in particular, diminish the difference in attendance between the Disadvantaged cohort and other students.

#### Main Duties:

1. To support an identified cohort of students to improve attendance and engagement with learning- intensive termly support with a cohort of students (supported by the Attendance Officer)
2. To work with parents/carers and students (in the home when appropriate) to identify barriers to attendance and facilitate improved attendance
3. To provide wellbeing support to those students in needs through drop in groups and one to one sessions.
4. To act as a mentor or key worker for students as identified, in collaboration with Year Managers and Directors of Key Stage, using solution-focused practice to support social and emotional needs
5. To provide support with pastoral issues for identified, vulnerable students as referred by Directors of Key Stage, Year Managers or the SEND team
6. To liaise with parents/carers (and outside agencies as appropriate) to ensure that individual support is effective

#### General Duties:

1. To set a good example to all students in their presentation and their personal and professional conduct
2. To be aware of and comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person

3. To be aware of and comply with the code of conduct, regulations and policies of the school
4. To be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
5. To contribute to the overall ethos, aims and objectives of the school including the school's commitment to safeguarding and promoting the welfare of children and young people
6. To appreciate and support the role of other professionals
7. To be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times
8. To establish and maintain positive, constructive and professional working relationships with staff, visitors, students, parents and other professionals of the school
9. To recognise own strengths and areas of expertise and use these to advise and support others
10. To participate in the School's Performance Appraisal process and seek to develop further skills through professional development opportunities
11. To attend whole school training events as appropriate
12. To attend and participate in regular meetings, training and other learning activities as required
13. To carry out any other duties commensurate with the grade of the post, as directed by members of the Senior Leadership Team.

## **HEALTH & SAFETY**

All staff will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.

## **SAFEGUARDING**

*Collaborative Learning Trust is committed to promoting and safeguarding the welfare of all children and expect all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service (DBS) checks.*

*In line with KCSiE 2024, we will carry out an online search as part of our due diligence on shortlisted candidates. This may help identify any matters that are publicly available online, which we might want to explore with you at interview.*

Signed .....

Date.....

## PERSON SPECIFICATION- Student Wellbeing Officer

<b>Title of Post</b>	Student Wellbeing Officer (Pastoral)		
<b>Specification Prepared By</b>	WNL / WLR		
<b>Date</b>	December 2024		
<b>Qualifications</b>		<b>Essential/ Desirable (E/D)</b>	<b>How identified</b>
1.	English & Mathematics GCSE Grade A*-C or equivalent	E	Application and Selection process
2.	Recognised relevant qualification or equivalent experience at NVQ Level III, GNVQ or A Level	D	
3.	Social work, youth work, counselling, or mentoring qualification	D	
4.	Valid first aid at work qualification	D	
<b>Experience and Professional Development</b>		<b>Essential/ Desirable (E/D)</b>	<b>How identified</b>
1.	Recent work in a school or other organisation working with young people	D	Application and Selection process
2.	Recent relevant experience working with young people whose learning may have been impeded due to a range of circumstances	D	
3.	Recent experience of mentoring young people to support their development	D	
<b>Knowledge</b>		<b>Essential/ Desirable (E/D)</b>	<b>How identified</b>
1.	Knowledge of school/education provision	D	Application and Selection process
2.	Knowledge of how to identify potential barriers to learning	E	

<b>Skills and Abilities</b>		<b>Essential/ Desirable (E/D)</b>	<b>How identified</b>
1.	Ability to work effectively with the Assistant Headteacher: Safeguarding & Wellbeing, Directors of Key Stage, Year Managers and other staff in the school	E	Application and Selection process
2.	Ability to engage constructively with, and relate to, a wide range of young people and families/carers with different social backgrounds	E	
3.	Ability to support and motivate students to aid improved attendance and engagement with learning	E	
4.	Ability to identify potential barriers to learning and jointly engage in strategies to overcome these barriers	E	
5.	Ability to assess and review young people and their family circumstances and plan appropriate strategies, drawing on in-school and external advice and expertise	E	
6.	Ability to act as a mentor or key worker for identified students	E	
7.	Ability to work effectively in a student-centred way to fulfil the duties on the job description	E	
8.	Ability to work in a positive and flexible way	E	
9.	Ability to work under own initiative and be innovative	E	
10.	Good ICT skills	E	
<b>Personal Attributes</b>		<b>Essential/ Desirable (E/D)</b>	<b>How identified</b>
1.	A commitment to positive teamwork and collaboration to achieve results	E	Application and Selection process
2.	A commitment to continuing professional development	E	
3.	A high standard of professional appearance	E	
4.	Adaptability to changing circumstances and new ideas	E	

7.	An appetite and stamina for challenging work	E	
8.	A solution-focused mindset and determined “no excuses” approach to raising standards	E	
9.	Commitment to upholding the schools’ and the Trust’s ethos, values, policies and procedures	E	
10.	Flexible attitude towards working hours e.g. start and finish times, to fit in with the needs of the school	D	
Equal Opportunities		Essential/ Desirable (E/D)	How identified
1.	Acceptance of, and a commitment to, the principles of the schools’ and the Trust’s equal opportunities policies and practices as they relate to employment issues and to the delivery of services to the students and community	E	Application and Selection process
2.	Commitment to equal opportunities policies relating to all protected characteristic in an educational context	E	
Safeguarding		Essential/ Desirable (E/D)	How identified
1.	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	Selection process and completion of an Enhanced DBS check
2.	Has appropriate motivation to work with children and young people and can relate to them	E	
3.	Displays commitment to the protection and safeguarding of children and young people	E	
4.	Good knowledge and understanding of the importance of safeguarding students and the welfare of staff and the action to take to support this	E	
Personal Circumstances		Essential/ Desirable (E/D)	How identified
1.	Legally entitled to work in the UK	E	ID
2.	No contra-indicators in personal background or criminal record in showing	E	Completion of Criminal

	unsuitability to work with children/young people/ vulnerable clients/ finance		Background declaration and Enhanced DBS check
3.	Willingness to complete a Pre-Employment Health Declaration if appointed	E	Pre-Employment Health Declaration

*Collaborative Learning Trust is committed to promoting and safeguarding the welfare of all children and expect all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service (DBS) checks.*



## **GUIDANCE FOR COMPLETION OF THE ON-LINE APPLICATION FORM**

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Please complete the application form in full, giving as much information as possible and answering **all** questions before submitting the application.

### **REFERENCES**

Please supply details of two referees, one of which must be your current or most recent employer. If you are currently working in a school setting then one of the referees must be the current Headteacher. Friends and family cannot be used as referees.

If you are not currently working with children, but have done so in the past, then an additional reference from that employer will be required.

Safer Recruitment procedures require that we contact at least one referee before interview.

### **EMPLOYMENT HISTORY**

Please list previous appointments in sequence, current or most recent first. Please include your salary grade in the Position Title e.g Reception Teacher M4 + TLR2A. Please also include at the end of the Responsibilities section the reason why you left the post e.g. promotion, relocation etc. Please also list other work experience and the details and nature of the work/activity. If you were not in work at any time please give details of what you were doing e.g. Gap Year Jan 2011-Jan 2012, Unemployed July 2010–December 2010 etc.

### **EDUCATION HISTORY**

Please ensure that you advise all your qualifications, in date order current or most recent first, including those obtained at school. Please advise the grade achieved with regard to degree qualification i.e. BA in History 2:i. Please list all A levels together in one box and in another box list all GCSEs together, along with the grades obtained.

### **OTHER COURSES OR PROFESSIONAL DEVELOPMENT**

Please include any professional development that may be relevant including dates and grades obtained.

### **INFORMATION TO ADDRESS THE PERSON SPECIFICATION**

Please use the sections provided to detail your Skills and Abilities, Knowledge and Experience as described in the Person Specification and relevant to the Job Description. You can use the Additional Information section to detail anything else that you feel is relevant to the role and why you feel you would be an ideal candidate for this post.

## STATEMENT ON THE RECRUITMENT OF EX-OFFENDERS

- As an organisation which is exempt from the Rehabilitation of Offenders Act and using the Disclosure and Barring Service (DBS) to assess applicants' suitability for positions of trust, we comply fully with the DBS Code of Practice and undertake to treat all applicants for positions fairly. We do not discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We are committed to the fair treatment of our staff, potential staff or users of our services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background
- We actively promote equality of opportunity for all with the right mix of talent, skills, and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications, and experience.
- All applicants who are offered employment in a school will be subject to an Enhanced Disclosure and Barring Service check. This will include details of cautions, reprimands and warnings as well as spent and unspent convictions. An enhanced disclosure may also contain non-conviction information from local police records which a chief police officer thinks may be relevant. A statement advising that a Disclosure will be requested in the event of the individual being offered the position will be shown in all job adverts and recruitment packs.
- We can only ask an individual to provide details of convictions and cautions that we are legally entitled to know about. Applicants must therefore disclose all spent and unspent convictions, cautions, reprimands and final warnings that are not 'protected' (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013).
- We ensure that staff involved in recruitment have received appropriate guidance on the relevant legislation relating to the employment of ex-offenders (e.g. the Rehabilitation of Offenders Act 1974 and its amendments in 2013) and know how to access advice and support.
- You will have the opportunity for an open and measured discussion on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment or disciplinary action which could result in dismissal.
- We make every subject of a DBS check aware of the existence of the DBS Code of Practice and make a copy available on request.
- We undertake to ensure that any matter revealed in a Disclosure is discussed with the person seeking the position before withdrawing a conditional offer of employment.

***Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences.***



# Prince Henry's Grammar School

COLLABORATIVE LEARNING TRUST



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[www.princehenrys.co.uk](http://www.princehenrys.co.uk)

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A PROUD PART OF THE



**COLLABORATIVE  
LEARNING TRUST**

Working Together to Secure Success