

**Children & Young People's Service**

**Pickering Community Junior School**

**JOB DESCRIPTION**

<b>POST:</b>	<b>Wellbeing Worker</b>
<b>GRADE:</b>	F
<b>RESPONSIBLE TO:</b>	Headteacher and SENDCo
<b>STAFF MANAGED:</b>	None
<b>POST REF:</b>	<b>JOB FAMILY: EF</b>
<b>JOB PURPOSE:</b>	To work within our team to provide wellbeing support to those pupils who need support with their social and emotional mental health needs. To help to raise pupils' standards of achievement and help promote effective behaviour for learning. To play a proactive and pastoral role in positive behaviour management as well as interacting with children during extra-curricular time, encouraging them to participate in the social and academic life of the school. To be based in our Rainbow Room, SEND hub or other appropriate location within the school.
<b>JOB CONTEXT:</b>	<p>Required to work in a Junior School with individual pupils, helping them to overcome barriers to learning.</p> <p>This school is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.</p> <p>An ability to fulfil all spoken aspects of the role with confidence through the medium of English</p>
<b>ACCOUNTABILITIES / MAIN RESPONSIBILITIES</b>	
<b>Supporting Learning &amp; Development</b>	<ul style="list-style-type: none"> <li>• Support pupils in their social and emotional wellbeing in implementing related programmes.</li> <li>• Provide feedback and observations regarding the progress of support plans to the SENDCo.</li> <li>• To prepare, deliver and develop with others (staff and partners) effective targeted interventions and small group sessions.</li> <li>• To evaluate students' progress towards meeting their targets</li> <li>• Provide well-being support to pupils who are struggling to engage with their learning.</li> <li>• Work with identified individuals and groups of students to support them in learning to self-regulate their behaviour.</li> <li>• Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning.</li> <li>• Assist teachers in the implementation of appropriate and restorative behaviour management strategies.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Under the general direction of the teacher participate in establishing and maintaining effective relationships with pupils, parents/carers and with other agencies/professionals.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide information and advice to pupils to enable them to make choices of their own.</li> <li>• Communicate effectively with all pupils, families, carers and other agencies / professionals.</li> </ul>
<b>Sharing information</b>	<ul style="list-style-type: none"> <li>• To liaise with or refer to relevant external bodies e.g. agencies, health professionals, local authority if required.</li> <li>• Promote the awareness of SEND/SEMH across the school.</li> <li>• Share information confidentially about pupils with teachers and other professional as required.</li> <li>• Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality.</li> </ul>
<b>Safeguarding and Promoting the Welfare of Children/Young People</b>	<ul style="list-style-type: none"> <li>• Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate.</li> </ul>
<b>Administration/Other</b>	<ul style="list-style-type: none"> <li>• To contribute to the reviews for students with SEMH by providing necessary evidence reports and to evaluate students' progress towards meeting their targets.</li> <li>• Prepare classroom materials and learning areas, and undertake minor clerical duties e.g. photocopying and displaying pupils work.</li> <li>• Support the use of ICT and adhere to relevant policies.</li> <li>• Participate in appraisal, training and other learning activities.</li> </ul>
<b>Health &amp; Safety</b>	<ul style="list-style-type: none"> <li>• Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.</li> <li>• Work with colleagues and others to maintain health, safety and welfare within the working environment.</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>• To comply with the County Council's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>• Promote inclusion and acceptance of all pupils.</li> <li>• Within own area of responsibility work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values.</li> </ul>
<b>Customer Service</b>	<ul style="list-style-type: none"> <li>• The County Council requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.</li> <li>• The County Council requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.</li> </ul>
<b>Date of Issue:</b>	1 <sup>st</sup> September 2021

## PERSON SPECIFICATION

### JOB TITLE: Wellbeing Worker)

<b>Essential upon appointment</b>	<b>Desirable on appointment</b>
<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Good knowledge of the difficulties / barriers to learning and an understanding that children/Young people have differing needs</li> <li>• Knowledge also of external agencies/support and therapeutic support</li> <li>• Knowledge of behaviour management techniques for groups and individuals</li> <li>• To keep up to date with national developments in the areas of SEND/SEMH</li> <li>• An understanding of child/young person's development and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of restorative behaviour management techniques</li> <li>• Knowledge of Child Protection and Health &amp; Safety policies and procedures</li> <li>• Knowledge of inclusive practice</li> </ul>
<b>Experience</b> <ul style="list-style-type: none"> <li>• Relevant experience in an SEND/SEMH environment</li> <li>• Experience of working with young people of relevant age</li> </ul>	
<b>Qualifications</b> <ul style="list-style-type: none"> <li>• Relevant NVQ Level 3 qualification or equivalent level of relevant experience</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate first aid training</li> </ul>
<b>Occupational Skills</b> <ul style="list-style-type: none"> <li>• Excellent interpersonal communication skills and the ability to influence, engage and motivate children and young people and to build relationships with a range of staff, children, young people, their families and carers</li> <li>• Good reading, writing and numeracy Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Basic ICT Skills</li> </ul>
<b>Personal Qualities</b> <ul style="list-style-type: none"> <li>• Demonstrable interpersonal skills.</li> <li>• Ability to work successfully in a team.</li> <li>• Confidentiality</li> <li>• Flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> </ul>
<b>Other Requirements</b> <ul style="list-style-type: none"> <li>• Enhanced DBS Clearance</li> <li>• To be committed to the school's policies and ethos</li> <li>• To be committed to Continuing Professional Development</li> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• Emotional resilience in working with challenging behaviours and attitudes</li> <li>• Ability to use authority and maintaining discipline</li> <li>• An empathy for equality &amp; diversity</li> <li>• The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post</li> </ul>	