



Parkstone Grammar School

**Wellbeing and Mental Health Lead
Practitioner**

Applicant Pack

Parkstone Grammar School
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Headteacher's Welcome

As the headteacher of Parkstone Grammar School, it is my great pleasure to welcome you to our vibrant and dynamic school community. At Parkstone, we are committed to providing an exceptional educational experience that nurtures the intellectual, social, and emotional growth of every student.

We are a heavily oversubscribed 11-18 selective girls' school offering outstanding education to the students of Poole and its surrounding area. Founded in 1905, Parkstone has continued to provide excellent academic results within a warm, friendly and vibrant community. We are a six-form entry school with 1250 students including 350 in the sixth form.

Our school is a place where students are encouraged to explore their passions, expand their knowledge, and develop critical thinking skills that will serve them well throughout their lives. We have a team of dedicated and highly qualified teachers and support staff who are passionate about education and are committed to inspiring and challenging our students.

We believe in creating a supportive and inclusive environment where each student feels valued and respected. Our students are rightly proud of their school which provides for them a broad and balanced curriculum promoting independence, intellectual curiosity and a love of learning. Subjects offered at GCSE and A Level include academic and facilitating subjects from a very wide range. Our sixth form collaboration with Poole Grammar School for Boys allows us to offer an extensive A Level curriculum.

Students at Parkstone are not only encouraged to succeed academically, but to enjoy the wide range of musical, theatrical, sporting, speaking and charitable opportunities. They thrive in an environment of support and challenge, becoming resilient learners well prepared to succeed in the 21st Century.

The unique single-sex selective environment allows the students to grow in a safe and supportive atmosphere. Parkstone's national reputation for excellence and continued success is testament to the consistent dedication of students, staff and governors.

Ofsted commented that Parkstone offers a 'stimulating, friendly community in which all students are valued and may thrive intellectually, emotionally and physically'. Our school's focus is always on teaching and learning as we strive to challenge these able students to become confident, happy and successful young people.

I invite you to apply to our school, and experience the warm and welcoming atmosphere that makes Parkstone truly special. If you're ready to embark on a rewarding journey where your passion for education meets limitless possibilities, we encourage you to explore the opportunities at Parkstone. Join us in making a difference to our young people and shaping the future together.

David Hallsworth, Headteacher



Our Vision

At Parkstone, we embody the values of Commitment, Courage and Compassion to enable students to adapt and thrive in an evolving world, providing an education that inspires and empowers students to determine and achieve their goals.

COMMITMENT

“Be tenacious and relentless in your curiosity for knowledge”

COURAGE

“Feel confident to achieve your very best and develop your resilience to overcome barriers”

COMPASSION

“You should encourage and care for your peers, value and engage with all cultures and religions in our diverse global community”

“Parkstone has encouraged and inspired me to love learning. There is a great community and I am always supported – just like a family.”

Year 7 Pupil



Our Guiding Principles

- Parkstone will be a seat of exceptional learning where great teachers enjoy autonomy in the classroom to inspire and challenge our able students.
- Very high-quality staff development and peer support to facilitate highly effective learning over time.
- Effective feedback to move students forward in their knowledge and skill development.
- Parkstone will achieve amongst the best schools in the country for the national progress measures at GCSE and A Level.
- A positive ethos underpinned by our values of Courage, Commitment and Compassion.
- Personalised support with highly effective intervention to enable equal access to learning.
- Students will have an understanding of global and national diversity and will be well prepared for life in an ever-evolving world.
- A strong community supported by the staff and student leadership teams.
- Compassionate, high quality advice and guidance to make informed and confident decisions regarding life after Parkstone.
- Opportunities outside the classroom which provide holistic development.
- To engage in initiatives and charity projects to contribute to the local and wider community.
- A broad, balanced and inspiring curriculum appropriate to Parkstone.
- An inspiring learning environment underpinned by a research culture and reflective practice.
- Our community will have high expectations of everyone in line with our Values and Charter.
- To instil a sense of stewardship towards our local, national and global environment.



“Teachers are knowledgeable and enthusiastic. They inspire and sustain a love of learning in their pupils.”

Ofsted Report



Our School Charter

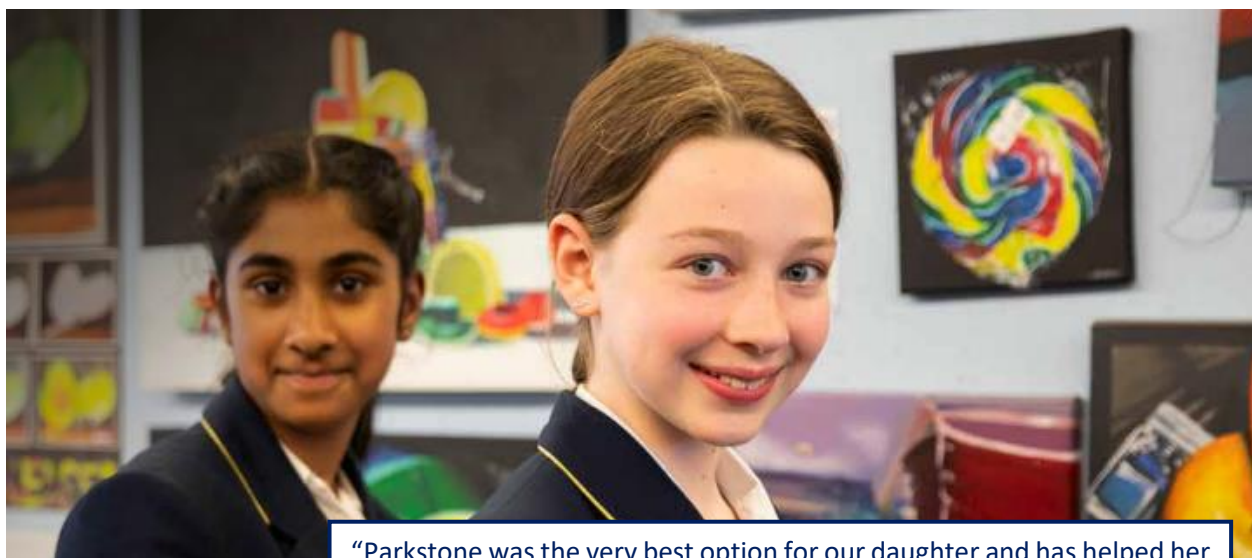
In our community it is important that we should maintain high standards and take responsibility for our own actions.

OUR COMMUNITY RESPONSIBILITIES

- To uphold the values of our school
- To treat all persons and the environment of the school with respect
- To apply ourselves to all areas of school life
- To empower all to do our best and to take care of each other
- To challenge any inequality and prejudiced attitudes

OUR RIGHTS

- To be treated with respect by all members of our community
- To feel safe both emotionally and physically in our school environment
- To participate in all the opportunities that our school offers
- To know where we can access support and guidance
- To be challenged appropriately where we fall short of our responsibilities



“Parkstone was the very best option for our daughter and has helped her grow in confidence and equipped her for university and life beyond!”

Parent



Ofsted

Key findings of this Outstanding School

“Under the headteacher’s calm, authoritative and exceptionally effective leadership, the school has improved rapidly since the previous inspection”.

“Leadership at all levels is very strong. Governors, senior leaders, middle leaders and other staff work harmoniously together to provide high-quality education for pupils”.

“Pupils make remarkable progress by the time they take their GCSEs in Year 11. This is sustained in the sixth form”.

“By the time they leave school, pupils have attained consistently at the highest levels and are extremely well prepared for the next stage of their education or employment”.

“Disadvantaged pupils make exceptional progress during their time at the school. Their rates of progress are much higher than other pupils nationally with the same starting points”.

“School leaders make very good use of targeted training to develop teachers’ professional knowledge and skills. As a result, teaching continues to improve”.

“Teachers are knowledgeable and enthusiastic. They inspire and sustain a love of learning in their pupils. Teachers have an unswerving faith in the ability of their pupils to succeed and give their time unselfishly to ensure that this happens”.

“Pupils are confident and articulate learners. They take great pride in their work and are determined to succeed”.

“Pupils’ behaviour is impeccable and their positive attitudes to learning are exemplary. They are hungry to learn and attendance rates are high, including in the sixth form”.

“The sixth form is outstanding. Students follow very well developed 16 to 19 study programmes”.

“Disadvantaged students prosper in the sixth form and in recent years all have gone on to university”.



Benefits

Parkstone is pleased to be able to offer all staff members the following benefits

Core Benefits

- A contributory pension scheme relevant to your role (including access to Teacher and Local Government Schemes).
- Occupational sick pay.
- Tailored Continuous Professional Development (CPD) through the South Central Teaching Hub.
- Free access to the Employee Assistance Programme (EAP) - confidential support network that offers expert advice and compassionate guidance 24/7 covering a wide range of issues, such as: Legal Information, Bereavement Support and Online CBT among much more.
- All staff are entitled to a 'Golden Day' once a year – a paid day off or part time equivalent.
- Free Yoga and Pilates sessions throughout the term.
- Termly Staff Wellbeing and Workload groups to raise and solve issues.

Flexible Benefits

- Cycle to work scheme



Job Description

TLR 2b

Responsible to:	The Headteacher Assistant Headteacher – Designated Mental Health Lead
Responsible for:	The students in your charge Leadership of universal wellbeing and mental health provision
Important relationships:	Students and parents The Leadership Group Heads of other departments Heads of Year Tutors Pastoral Coordinators Other members of the teaching and non-teaching staff The Governing Body and in particular the Governor attached to the Department
Important external relationships:	Staff in all phases of local schools and other relevant educational Establishments Subject specific professional organisations External agencies to support the delivery of wellbeing

Employment Duties

This job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document.

The Leadership Group is aware of the complexities and pressures of the role of Middle Leaders and will work to support them in carrying out this role through the Line Management system.

MAIN PURPOSE OF THE JOB

- To lead, plan, manage and ensure the successful delivery of the school's vision for wellbeing and personal development in Tier 1 (Universal Provision), including overall responsibility for the leadership and organisation of the Wellbeing and Time to Talk programmes.
- To ensure the development of students by teaching the curriculum with due regard for the aims and objectives of the school and the needs of the individual students.



- To lead and manage the department and raise standards of student engagement and learning within the subject.
- To promote successful learning and to take responsibility for effective teaching and learning within the department in accordance with the aims of the school.
- To effectively manage and deploy teaching/support staff, financial and physical resources within the department.
- Provide support in the pastoral, social and academic welfare of the pupils, supporting their inclusion in school life.
- Provide support for teaching staff across the school in developing mentally healthy classrooms and approaches to learning.

MAIN RESPONSIBILITIES OF THE JOB

1. Curriculum

1.1 Keeping abreast of new curriculum thinking, teaching methods and leading developments where appropriate in line with national developments

1.2 Being accountable for the development and delivery of the curriculum areas

1.3 Establishing and regularly revising written aims and objectives, programmes of study, schemes of work and appropriate policies for the department

1.4 Monitoring and evaluating the department's work in line with agreed school procedures

1.5 Introducing and implementing change as a result on the departmental/student evaluation

1.6 Ensuring that ICT is firmly embedded in the work of the department

1.7 Ensuring that the planned curriculum for Years 7-13 covers relevant elements of statutory and advisory frameworks for Relationship Sexual Health Education and PSHE/Wellbeing as agreed with the Line Manager

1.8 To promote amongst pupils both an individual and shared responsibility for personal development and wellbeing

2. Resources

2.1 Keeping abreast of developments in resources, including textbook and digital resources

2.2 Identifying the resource needs of the department, establishing priorities, planning and monitoring the expenditure of the departmental budget

2.3 Having responsibility for effective management of departmental resources

3. Staff

3.1 Working with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of the students and to the aims, objectives and strategic plans of the school.



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- 3.2 Having responsibility for the day-to-day leadership of the department
 - 3.3 Ensuring that all relevant information on curriculum and resources is communicated to all members of the department
 - 3.4 Promoting the use of a variety of teaching methods and strategies, and providing guidelines in the departmental schemes of work
 - 3.5 Working with colleagues to write schemes of work
 - 3.6 Contributing to the school's procedures for lesson observation and Learning walks to monitor the overall quality of teaching and delivery of the programme
 - 3.7 Identifying areas in which members of the department need to acquire specific skills, and supporting them in the acquisition of these skills
 - 3.8 Disseminating CPD information and encouraging the professional development of the members of the department and themselves
 - 3.9 Having regular meetings with the Line Managers
 - 3.10 Providing a channel of communication through which members of the department can make their views known to the Leadership Group
 - 3.11 Promoting enthusiasm, openness to new ideas, commitment and a happy homogenous departmental team
 - 3.12 Checking that appropriate arrangements are made for classes when staff are absent
 - 3.13 Attending and contributing to Middle Leader meetings

4. Students

- 4.1 Monitoring the wellbeing of students within the department and taking action where there is cause for concern
- 4.2 Celebrating and rewarding the achievement and participation of students within the department
- 4.3 Working with members of the department on disciplinary matters with students
- 4.4 Ensuring that the Behaviour Management system is implemented in the department so that effective learning can take place
- 4.5 Develop the role of wellbeing ambassadors across the school

5. Other Responsibilities

- 5.1 Establishing and maintaining a safe, high quality teaching and learning environment in the subject area
- 5.2 Formulating the Departmental Development Plan in consultation with the department and with reference to the School Development Plan and the production of a departmental SEF



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- 5.3 Promoting links and cooperation with other departments and outside bodies where appropriate
 - 5.4 Encouraging departmental involvement in school initiatives e.g. Raising Achievement, Literacy etc.
 - 5.5 Keeping the Headteacher fully informed of departmental developments, problems and projects for the future
 - 5.6 Providing such reports on the department as may be required by the Governors or Headteacher
 - 5.7 Contributing to the formulation, and cooperating in the implementation of school policies
 - 5.8 Playing a full part in the life of the school community, supporting its aims and ethos and encouraging staff and students to follow this example
 - 5.9 Undertaking other duties as may be reasonably expected in addition to carrying out the responsibilities and duties of a classroom teacher (Main Pay Scale) when undertaking the teaching of pupils.



Person Specification

	Essential	Desirable
Skills and Abilities		
• Enthusiasm and excellent sense of humour	✓	
• Ability to work well under pressure and prioritise workloads	✓	
• Excellent time management and organisation	✓	
• Ability to plan strategically and implement initiatives	✓	
• Strong ICT skills	✓	
• High level interpersonal and communication skills	✓	
• Ability to work on own initiative	✓	
• Ability to work as a member of an effective team	✓	
• Ability to develop innovative strategies for student support	✓	
• Patience and flexibility, and an ability to motivate and encourage	✓	
• Willingness to learn	✓	

Education, Training and Professional qualifications		
• Qualified teacher status	✓	
• Successful experience in the delivery of Well Being (PSHE/Citizenship) Programmes	✓	
• Evidence of professional training in Well Being		✓
• Evidence of participation in Well Being CPD	✓	

Knowledge and Experience		
• Knowledge of preparing and teaching programmes of Well Being lessons	✓	
• Experience of leading Well Being/Citizenship/PSHE in a secondary school	✓	
• Experience of supporting students pastorally and with other wellbeing issues	✓	



• Experience of preparing schemes of work around the Statutory RSHE requirements	✓	
• Experience of leading students in supporting other students	✓	
• Experience of the PACE approach, Anna Freud wellbeing or similar national programmes		✓

Learning and teaching		
• Effective use of a wide range of learning styles and recognition of individual learning needs	✓	
• Effective use of praise and rewards	✓	
• Effective use of monitoring and the use of target setting to inform teaching and learning and assess progress	✓	
• Effective use of assessment for learning to enhance progress and encourage students taking responsibility for their own learning	✓	

Leadership		
• Ability to lead and inspire others	✓	
• Ability to monitor, manage and support other staff	✓	
• Ability to monitor student progress and develop intervention strategies	✓	
• Work with the pastoral team and outside agencies to support student wellbeing	✓	



Contact us

If you would like more information about Parkstone Grammar School please email recruitment@parkstone.poole.sch.uk

Alternatively, if you wish to discuss the vacancy please call 01202 605605 8.00 – 4.30 Monday to Thursday and 8.00 – 4.00 on a Friday.

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