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11 – 16 Mixed Comprehensive NOR 1,500 (across 2 campuses)
Head Teacher: Krista Dawkins

Wellbeing Centre Support Assistant
Grade C: £17,631- £18,371 (depending on experience)
Monday- Friday: 8.15am-3pm, Term-time only

We are looking to appoint an aspirational member of staff who has high expectations and standards for students and who is committed to achieving positive outcomes for students. The ideal candidate will have an interest in supporting students who have mental health concerns and students who require support to reintegrate back into full time education. You must be able to work collaboratively and may be required to travel between campuses. This role will require you to work with students 1:1 or in small groups, to deliver academic and emotional support sessions. You will communicate with parents and other agencies involved in the pupil's education so being able to communicate in a professional manner is essential.

The Wellbeing Centre opened in February 2024 to support students who have emotionally based school avoidance (EBSA), it is designed to be a safe and supportive space where students can develop strategies and resilience to return to full time education. Students who access the Wellbeing Centre are referred by senior staff and are placed on a clear plan which includes targets to support reintegration. Students will have a bespoke timetable; this may be full or part time depending on their needs. All plans are created in agreement with parents and relevant stakeholders. The Wellbeing Centre provision runs across both campuses; the largest provision is based on the Cherbourg Campus.

The Inclusion Leader has a team of staff including ELSAs, pastoral staff (who are TALA trained) and two Wellbeing Centre Assistant Leaders who are trained in therapeutic interventions such as draw and talk. The role of Centre Assistant is a new and exciting opportunity for someone to work alongside this team to learn from the experiences of senior staff and develop their own understanding of strategies and therapeutic interventions to support students. The team are skilled and passionate about supporting vulnerable students across the school and have developed a strong provision for students with emotional needs. The vision of the Inclusion Leader is for all students to return to full time education where they feel a sense of belonging and are supported by the wider school staff. The Inclusion Leader moves between both campuses to have oversight over the provision for students who access the Wellbeing Centre. It is not essential that the ideal candidate has qualifications in specific interventions but they may be willing to undertake training in an area based on the needs of the school in the future.

Main responsibilities:

- To undertake CPD in therapeutic interventions or strategies to support EBSA.
- To provide support to students who are placed in the Wellbeing Centre and oversee their daily provision.

- To be responsible for the organisation of the Wellbeing Centre including providing appropriate resources each day.
- To work collaboratively with wider school staff and those in the wellbeing team to ensure that provision is consistent and communicated to stakeholders.
- To deliver 1:1 and small group lessons with students who are placed in the Wellbeing Centre.
- To monitor students and report any safeguarding or wellbeing concerns.
- To communicate with parents and relevant stakeholders.
- To uphold British Values (as specified by the Department for Education).

Line Leader: Inclusion Leader

Crestwood Community School had an Ofsted inspection in February 2024, which confirmed that we continue to be a **'good'** school. The report stated that at Crestwood *"there is a welcoming, friendly atmosphere"*. They also said that *"teachers and support staff, including those in the early stages of their career, are proud to work at the school. They particularly value school leader's careful consideration of their workload and well-being so that they can focus their efforts fully on pupils' education."* In addition, Ofsted report that *"many pupils, staff and parents describe the school as a 'big family'".* This is a happy school, where staff and students want to be. The #Crestwoodfamily pervades through everything we do.

As a school we take staff well being seriously. We offer staff the following:

- wellbeing weeks, with no commitments scheduled after school
- free lunch every day
- free tea and coffee
- half termly cooked breakfasts
- One wellbeing day per year (during term-time), to be taken at their chosen time (after a qualifying period)
- weekly thank you bulletin
- birthday cards
- heads discretionary leaves of absence for family events
- acts of random kindness
- access to mental health first aider

Applications should comprise of a completed Hampshire Support Staff application form, with the names and addresses of two referees and should be returned to the Head Teacher, Mrs Krista Dawkins, by hand, by post or email and must arrive no later than noon on the advertised closing date.

Please download details and a Support Staff Application form from the school website www.crestwood.hants.sch.uk located under the School Information / Vacancies tab.

Please note we cannot accept a CV as a means of application. We do reserve the right to close this advertisement early if we receive a high volume of suitable applications.

Closing Date: 1st June 2025 12pm

Crestwood Community School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

Person Specification - Wellbeing Centre Support Assistant

Area	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Level 2 (i.e. GCSE grade A*-C) in Maths and English (or equivalent) 	<ul style="list-style-type: none"> Qualifications at Level 3 or above Further study at further and/or higher education in courses relevant to the range of posts available. Qualifications in SEMH, Trauma and Mental Health.
Professional Development	<ul style="list-style-type: none"> Knowledge of different types of special educational needs. Experience of working with children and young people. 	<ul style="list-style-type: none"> Aspirations to undertake additional qualifications linked to post if not already held. Experience of working within a school.
Experience	<ul style="list-style-type: none"> Knowledge of secondary education. Evidence of knowledge and skills linked to EBSA or mental health. 	<ul style="list-style-type: none"> Mentoring skills Delivery of intervention programmes
Knowledge and skills	<ul style="list-style-type: none"> Professionally discreet and able to respect confidentiality Well-developed interpersonal skills Team worker Trustworthy Empathy with pupils and sympathetic to their needs Ability to build positive relationships with staff and students Ability to stay calm under pressure Good listening skills and good judgement Firm but fair Flexible and a good sense of humour 	<ul style="list-style-type: none"> Understanding of principles of learning processes and in particular barriers to learning, specifically linked to mental health or EBSA.