



Job Description

Job Title	Wellbeing Manager
Grade	Scale 7 Point 19–24
Reports to	Head Teacher
Responsible for	Leading and Managing Social, Emotional and Mental Health needs with pupils, staff and parents
Liaison with	Staff including Senior Leadership Team, other agencies, parents and pupils, as required
Job Purpose	You will play a key role in promoting pupil wellbeing by providing direct support to pupils with social, emotional and mental health (SEMH) difficulties, as well as working closely with their parents and carers to complement the support provided in school. A central part of the role involves fostering and maintaining positive relationships between school staff and families, encouraging the consistent use of personalised strategies both at school and at home. The Wellbeing Manager will also be responsible for establishing and coordinating links with external agencies involved in supporting pupils with SEMH needs. In addition, the post holder will lead on promoting good practice across the school in relation to SEMH and may be required to deliver training to staff and parents where appropriate.
Principal Accountabilities	Responsible for leading and delivering targeted support for pupils with social, emotional and mental health (SEMH) needs, working closely with families, school staff, and external agencies to remove barriers to learning and promote pupil wellbeing. The role also involves strengthening home–school relationships, supporting safeguarding processes, and building staff and parent capacity through guidance, training, and effective collaboration.
Duties	Social, Emotional and Mental Health (SEMH) Support • Lead on and carry out a range of interventions with individuals or groups of pupils to support their social, emotional and mental health needs. • Encourage the inclusion of pupils with SEMH needs in a mainstream setting by modelling and demonstrating a variety of engagement strategies. • Measure children's progress in SEMH and report outcomes to staff and the Senior Leadership Team (SLT). • Participate in the evaluation and review of agreed support strategies in conjunction with other school staff. • Liaise with specialist teachers and counsellors to ensure support plans are actioned and agreed outcomes are achieved. • Make a practical contribution to the implementation of Pastoral Support Plans and Consistent behaviour Management Plans for vulnerable pupils. • Attend meetings relating to behaviour or exclusion as required. • Contribute to the creation of Personal Education Plans (PEPs) for Children in Care and liaise with parents/carers accordingly.



	Safeguarding and Child Protection • Carry out safeguarding duties as a Designated Deputy, including monitoring concerns and feeding back to senior leaders. • Attend regular safeguarding meetings to report on case progress. • Be aware of and work within service policies relating to Inclusion, Child Protection, and physical contact with pupils. • Attend One Plan meetings and strategy meetings with staff, external agencies, and parents to support safeguarding and inclusion outcomes. Attendance and Behaviour Monitoring • Work closely with the Attendance Leader and Attendance Advisor to plan and implement strategies to improve pupil attendance. • Collate and analyse behaviour logs and provide feedback to staff and senior leaders. Family Engagement and Support • Refer parents to external agencies and provide support throughout the referral and intervention process. • Discuss with parents/carers, within the home context, support strategies aimed at developing positive behaviour across settings. • Model personalised activities with parents/carers that help pupils develop problem-solving, listening, and social skills. • Plan and deliver school-based workshops for parents/carers and staff as needed. • Produce a variety of resources for pupils, parents, and staff to support personalised intervention programmes. Professional Collaboration and Communication • Attend relevant meetings and in-service training sessions to remain up to date with developments in the field. • Attend and contribute to multi-agency strategy meetings, case discussions, and review sessions. Classroom Support and Cover • Cover classes in the absence of the teacher on an ad hoc basis as required.
General	• To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager. • Attend relevant training and take personal responsibility for own CPD. • Attend relevant school meetings as required.



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| | <ul style="list-style-type: none">• Comply with policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.• Contribute to the overall ethos/work/aims of the school.• To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace.• Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy.• The Trust Board is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. |
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The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.