

JOB DESCRIPTION



POST TITLE: Well-Being Manager

HOURS- 37 hours/week all year round

GRADE: SCP 7

RESPONSIBLE TO: Deputy Head teacher / Pastoral Team

START DATE: 1st September 2019

PURPOSE OF THE JOB:

- Become a key member of the pastoral team.
- To improve the confidence and ability of young people and families to speak openly about their mental health issues.
- To support the school and wider community to reduce stigma around mental health.
- To identify, and address the needs of children across the school to overcome barriers to learning, improve well-being and develop resilience.
- Promote and support staff health and well-being across the school.
- To support families to enable them to support their own and their child's learning and well-being.
- To support parents to become more resilient and independent in accessing support and participating in school and community life.

MAIN DUTIES AND RESPONSIBILITIES:

- To liaise with the SLT/Pastoral Team and class teachers to identify those children/families who would benefit most from support work.
- To help identify and prioritise vulnerable children through information shared during pupil progress meetings, parent meetings, from outside agencies and an ongoing dialogue with school staff.
- To develop appropriate and creative interventions for identified children/families, tailored to their needs, such as: support in class, 1:1, small group work, counselling, time to listen.
- Provide emotional support to children/families through individual or group mentoring sessions.
- Provide emotional support and feedback to parents/carers.
- To be fully committed to safeguarding children at all levels.
- To provide a varied menu of activities at break times
- To be responsible for developing pastoral programs for children to take place out of school hours when required
- To ensure records and files are updated
- To ensure all records, files and minutes are kept confidential.
- To ensure that relevant activities and resources are provided and developed to create and maintain an attractive stimulating, safe and secure environment for work with children and families.
- To promote an open door policy for referred and non-referred children, including meeting children

and families for ad-hoc or short term interventions.

- To meet and maintain contact with the families of the vulnerable pupils who have been identified for support, to gain insight into the family, provide parenting support when required.
- To run informative/supportive parenting groups for vulnerable families.
- To evaluate these groups and plan for the needs of parents and carers.
- To work alongside the child, class teacher, and parents to set achievable targets.
- Collate qualitative and quantitative data, share information sensitively and maintain records to facilitate monitoring and evaluation.
- Work collaboratively with SLT and the Pastoral Team to review and assess caseload weekly or when relevant, and share relevant information concerning individual children, families and the impact of any interventions.
- To work as part of a Graduated Response in conjunction with the SEN Code of Practice.
- Attend relevant training to support the role
- Transition work: Under the direction of DHT identify and support vulnerable year 6 pupils and their families moving to secondary.
- Support parent skill classes.
- Observe children in class and then use this to inform planning an intervention.
- Support children within the classroom environment.
- Help organise and maintain the Well-Being Support room.
- To work positively and professionally within the pastoral team under the guidance of the DHT/HT including through regular, scheduled performance management
- Any other tasks as deemed necessary by the DHT/HT, commensurate with role
- This job description will be reviewed regularly in the light of changing service requirements and any such changes will be discussed with the post holder.
- The post holder is expected to comply with all relevant policies, procedures and guidelines, including those relating to Equal Opportunities, Health and Safety and the Confidentiality of Information, and all school policies.
- The post holder may be required to work outside normal school hours.
- Attend school functions, staff meeting and CPD/INSET training

PROFESSIONAL CHARACTERISTICS

- Demonstrate that you are an effective professional who challenges and supports all pupils and staff to do their best through:
- Inspiring trust and confidence
- Being respectful and professional
- Leading and managing the work of others
- Building team commitment
- Engaging and motivating pupils and staff
- Analytical thinking
- Using initiative and creativity
- Able to work as part of a team
- Excellent communication skills

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore will be subject to a criminal record check from the Disclosure and Barring Service.

Application forms will be available on the school web site: www.southwickprimary.co.uk or by sending a large stamped addressed envelope to the School Office. *(Please ensure the correct postage is used)*

Hard copy version only of the completed forms should be returned to the Head teacher.

Visits by appointment only are actively encouraged and can be arranged by contacting the school on 0191 5009554

Closing Date: 1.7.19 12pm

Shortlisting: 1.7.19

Person Specification:

	Essential	Desirable
Qualifications & training	<ul style="list-style-type: none"> GCSEs Maths and English grade C or above, or equivalent; Accredited Foundation Degree or above in counselling – BACP (British Association for Counselling and Psychotherapy) 	<ul style="list-style-type: none"> Evidence of a continued commitment to own professional development.
Experience	<ul style="list-style-type: none"> Working with children and families in an educational setting or other such as a children's Centre to improve mental health and wellbeing. Recognise good mental health and emotional wellbeing as an integral part of a child's holistic development. Able to offer counselling to assist children and families to achieve a greater understanding of themselves and their relationship to the world, to create awareness and utilization of their personal resources to build resilience. 	<ul style="list-style-type: none"> Completed family support programs.
Professional Qualities	<ul style="list-style-type: none"> A commitment to a high standard of achievement and well-being for all; A commitment to inclusion and to equality of opportunity; A commitment to prioritising the safeguarding and promoting the welfare of all children. 	<ul style="list-style-type: none"> Support a child's ability to address problems and pursue meaningful goals towards happiness, confidence and resilience.
Knowledge and understanding	<ul style="list-style-type: none"> The purpose of primary school education and of priorities in schools; The confidential nature of the work of child/family work The importance of the environment in a school setting Health and safety requirements The importance of effective communications within school as a whole 	<ul style="list-style-type: none"> Knowledge of the local community To be ACEs Aware and Trauma informed
Skills	<ul style="list-style-type: none"> The ability to work collaboratively; The ability to develop and maintain positive and effective working relationships with all members of the school community; Flexibility, adaptability, enthusiasm and confidence; 	

	<ul style="list-style-type: none"> • Excellent written and oral communication skills; • Good record keeping and use of ICT; • Sound organisational skills and ability to prioritise in a busy and demanding context. • Able to develop interventions for children and families to remove barriers to learning and improve emotional wellbeing. • Able to find solutions to challenges • Good use of initiative 	
Personal Attributes	<p>The candidate will be able to demonstrate that they are:</p> <ul style="list-style-type: none"> • Hardworking; • Efficient and able to work to tight deadlines; • Able to maintain professional confidences; • Motivated and can be independent on completing work tasks and projects; • Be prepared to create and share new ideas • Ability to manage time effectively, organise and prioritise personal workload, working efficiently under pressure • Ability to be innovative and develop new solutions; being able to think outside the box and effectively plan ahead • A positive and self-motivated team player <p>The candidate will have:</p> <ul style="list-style-type: none"> • Excellent communication and writing skills; to achieve effective communication; to maintain confidentiality; to liaise with a wide range of internal and external contacts • Excellent interpersonal skills; building strong working relationships with the rest of the team. • Excellent communication skills to build and foster positive relationships with parents and children. • A genuine love of the job and desire to make a difference 	
Special requirements	Will require a DBS check to work within school environment.	