

THE MARCHES ACADEMY TRUST

POST TITLE:	Wellbeing Leader
GRADE:	Grade 7 Point 12
HOURS OF WORK:	37 hours per week, term time only
POST STATUS:	Permanent

INTRODUCTION

Vision and Values - Our Vision – ‘Achievement Through Caring’

As a Trust, it's our mission to empower everyone in our Trust and our communities to live and breathe our values and Achievement Through Caring, to reach their full potential.

The Marches Academy Trust values each person equally. We are committed to building a diverse team and embedding a welcoming, inclusive culture that encourages diversity and authenticity. We believe this will encourage creative ways of thinking – ensuring we collaborate more effectively and achieve better outcomes.

PURPOSE

To assist the Director of Year in creating the right ‘climate’ for all students to maximise their achievements across the spectrum of school life. The prime focus will be to remove the barriers to learning and ensure all children are resilient learners who feel happy and safe in the school environment. The Wellbeing Leader is an essential part of this team and vital in supporting students to attend school, build positive relationships, manage their own behaviour and mental wellbeing.

RESPONSIBLE TO

Director Of Year

OUTLINE OF THE ROLE

- To fulfil the role of a Wellbeing Leader, focussing primarily on supporting students to access school
- Remove barriers to learning, ensure all children are resilient learners who feel happy and safe and make progress in the school environment
- Assist in the support, education, integration and development of independence of students and ensure students retain access to high quality first teaching
- Liaise with families to ensure effective home/school communication
- Assist across the school in creating the right ‘climate’ for all students to maximise their achievements across the spectrum of school life

MAIN DUTIES

Supporting the students

Provide a 1:1 tutoring/small group mentoring role to students.

- To be responsible for student progress in identified sub groups.
- Attend behaviour management courses to inform mentoring practice.
- Intervention planned with Reset Team to develop targeted student support to ensure progress.
- Be a reference point for students who are referred by teaching and support staff – mentoring students as appropriate.
- Follow up student/staff concerns, making telephone and written contact with parents as appropriate.
- Follow up safeguarding issues in line with school policy and practice.
- Provide support in lessons and identify causes/incident triggering student problems.

- Take part in student pursuits and activities to develop a better understanding of how students respond to different approaches.
- Meet with teaching and support staff regarding individual or small groups of students.
- Attend conferences/meetings regarding student welfare and support e.g. PPM, case conferences etc. Communicate outcomes to the team.
- Carry out some administrative tasks – filing, drafting letters, and form filling.
- Attend pastoral meetings/take minutes.
- Support students who have been isolated from their teaching group – e.g. supervision, collection of work, providing guidance with the task, ensure completed work is returned to staff.
- Assist students with the organisation and completion of homework tasks e.g. running Lunchtime /break time clinics; checking diaries for particular children.
- Organisation and supervision of students at lunchtime and break – be a presence in the year area.
- Make contact with students and parents regarding attendance/punctuality etc.
- Support students to re-integrate and 'catch up' when they return to school.
- Supervise students moving to and in assemblies.
- Lead Afterschool detentions.
- Record on the management information system student successes and incidents of inappropriate behaviour.
- Use the school management information system to access and input data.
- Prepare information for, and co-ordinate the production of, individual student reports e.g. incident logs for re-admittance after exclusions; material for governors' resolution meeting, 'Round Robins'.
- Join in with a range of school-based activities.
- Work with other Wellbeing Leaders to share good practice/offer support to one another on a regular basis.
- Support students in the Internal Exclusion room to complete work, have positive restorations for their behaviour and plan for smooth return to lessons.
- To undertake any other reasonable duties which might from time to time be requested by the Headteacher or any person delegated by them.
- Support the SENCO in meeting the needs and targets for students with statements or an EHCP.

SUPPORTING THE SCHOOL

- Support the aims and ethos of the school
- Liaise and consult with other professionals supporting students.
- attend relevant in-service training and meetings.
- undertake any other reasonable duties which might from time to time be requested by the Headteacher or any person delegated by them.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person.

DEVELOPING SELF AND LEADING OTHERS

- Take responsibility for own professional development including maintaining an up to date knowledge of developments and related legislation including engaging fully in performance management of self and other staff (if applicable)
- contribute to effective staff induction and professional development
- manage own workload, providing support where necessary and delegating where appropriate
- to ensure that professional duties are fulfilled, as identified in regular line management meetings and appraisal meetings.

OBJECTIVES AND OUTCOMES

- To be agreed with the successful post-holder once appointed

SAFEGUARDING

Everyone within our Academy Trust shares the objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in an education setting and identifying those who are suffering or likely to suffer significant harm, taking appropriate action with the aim of ensuring they are kept safe both at home and within the education setting.

OTHER INFORMATION

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher or Line manager. The post holder may have opportunities to work or support other schools within The Marches Academy Trust. This job description is not exhaustive and does not form part of the contract of employment. It describes the key duties that the post holder is expected to perform.

The Marches Academy Trust is committed to safeguarding and promoting the welfare of the children in our care and as such this post is exempt from the Rehabilitation of Offenders Act 1974. All applicants who are appointed to this post will be subject to an Enhanced Disclosure from the Criminal Records Bureau before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once provisionally appointed, the successful applicant may also be required to apply for an Enhanced Disclosure at predetermined intervals during the course of their employment whilst in this post.