**Pupil Wellbeing Practitioner Job Description**

| **Employment details** |
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| Job title | **Pupil Wellbeing Practitioner** |
| Reports to | **Headteacher** |
| Hours of work | **Term time Full time** |
| Salary | Grade 6 |
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| **General duties*** Adhere to all school policies and procedures, particularly those in relation to equality of opportunity, health and safety, data protection and safeguarding.
* Attend meetings, conferences and home visits as appropriate.
* Maintain and record all relevant pupil information in line with the school’s Records Management Policy, ensuring that appropriate data protection procedures are followed.
* Work with school staff, parents and relevant external agencies regarding pupil progress, behaviour and attendance.
* Support pupils and parents during transition periods.
* Promote the school’s vision and ethos, encouraging the inclusion and acceptance of all pupils.
* Ensure that appropriate policies and procedures are implemented to allow effective learning to take place, including child protection procedures and behaviour management processes.
* Attend relevant training and undertake appropriate CPD activities, ensuring that staff members are kept up-to-date with relevant news and changes within the sector.
* Assist in the organisation of assemblies and parents’ evenings.
* Provide in-class support where necessary.
* Act as a role model for pupils, setting high expectations and acting in a professional manner.
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| **Pastoral care*** Demonstrate a commitment to safeguarding and promoting the welfare of pupils, ensuring that pupil wellbeing is the focus of all actions undertaken in the role.
* Assist with the pastoral care of pupils, ensuring that the school meets all pupils’ personal and social needs.
* Provide one-to-one pastoral support to pupils, where necessary.
* Work with staff members and parents in order to remove practical, social and emotional barriers to learning.
* Raise any concerns regarding pupils’ learning and the support they receive with the relevant assistant headteacher.
* Refer pupil wellbeing concerns to the appropriate external agencies, as appropriate.
* Follow up concerns and provide individual support for pupils.
* Ensure that any concerns are appropriately recorded and reported, including those in relation to attendance, academic performance and pupil wellbeing.
* Plan and implement any specific arrangements for individual pupils, such as intervention programmes, ensuring that relevant staff members are aware of any measures in place.
* Discuss individual pupils’ needs with relevant members of staff, parents and external agencies, where appropriate.
* Monitor and assess the implementation of interventions and support programmes, reviewing these and making informed changes where necessary.
* Maintain accurate records regarding the implementation of intervention programmes, including any referrals that are made.
* Continuously motivate and challenge pupils, whilst promoting and reinforcing self-esteem.
* Place a strong focus on pupils’ social, mental and emotional health (SMEH) needs, and contribute to the creation of the school’s SMEH Policy.
* Liaise with the careers advisor to ensure that pupils are effectively prepared for, and supported in, their future after education.
* Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils’ learning.
* Promote independence, recognising and rewarding self-reliance.
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| **Supporting staff*** Act as a point of contact for staff members regarding the wellbeing of pupils and provide the necessary support.
* Work with the **SLT** and other relevant staff members to ensure continuity of pastoral care throughout the school.
* Liaise with staff members to ensure the wellbeing of pupils and their full participation in school life.
* Make necessary staff members aware of individual pupils’ specific needs.
* Provide staff members with advice regarding pupil support strategies to ensure pupils’ academic, social and emotional needs are met.
* Assist with implementing individual pupils’ learning plans, pastoral support plans and acceptable behaviour contracts.
* Liaise with staff members to plan, assess and adapt learning activities to meet pupils’ needs.
* Provide pastoral-focussed training, as well as any other relevant CPD opportunities, to staff members.
* Advise staff members on how to effectively support pupils’ SMEH and meet their individual needs.
* Ensure resources are suitable for learning activities and effectively support the needs of pupils.
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| **First Aid and Medical Support*** To lead medical systems and line manage staffing of the medical room
* Ensure best practice in the reporting of first aid and medication use
* Liaise with the school nurse
* Ensure that an pupils with allergies are supported and that any special diets are promptly provided for pupils
* Provide first aid when necessary, particularly at playtimes and lunchtimes
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| **Attendance** * Encourage attendance and punctuality at school.
* Monitor and review pupil attendance, identifying and reporting concerns to the headteacher, support with attendance contracts
* Maintain an up-to-date record of absence, identifying patterns and trends in pupil attendance.
* Advise staff members on strategies to promote the regular and punctual attendance of all pupils, and assist in the implementation of these strategies.
* Liaise with the attendance officer on attendance issues, facilitating the planning and delivery of appropriate interventions, in order to improve pupil attendance and punctuality.
* Liaise with parents of absent pupils, ensuring that appropriate interventions are being implemented at school and at home.
* Work closely with the Headteacher in order to set appropriate attendance targets, including whole-school, year group and individual pupil targets.
* Produce reports regarding pupil attendance with the Headteacher
* Visit children at home who are missing in education with the attendance officer and when necessary check in with children who are absent from school by video call.
* Process fines for term time holidays.
* Work with the Family Wellbeing practitioner and ELSA to support families where attendance is of concern.
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| **Communication*** Establish positive, productive and constructive relationships with pupils, parents and colleagues to assist home-school communication and facilitate the support provided.
* Develop innovative methods of engaging with parents and families, encouraging increased parental participation in pupils’ education.
* Liaise with external agencies, such as Children’s Services, where appropriate.
* Participate in internal and multi-agency exchange of information and best practice, ensuring that data protection and child protection policies are adhered to.
* Liaise with the school nurse and SENCO, to ensure that pupils’ needs are effectively met and appropriate support is provided.
* Assist in the development of positive relationships with other schools, liaising with pupils’ previous or forthcoming schools in order to ensure a positive transition.
* Meet with staff members, pupils, parents and external agencies in order to identify individual concerns and develop informed plans of action.
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**Pupil Wellbeing Practitioner Person Specification**

| **Qualifications and training** |
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| **Essential** | **Desirable** |
| * GCSEs or equivalent qualification in at least English and maths.
 | * Behaviour management and safeguarding training.
* Degree in a relevant subject.
* Valid DBS check.
* Paediatric First Aid Qualification
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| **Skills and experience** |
| **Essential** | **Desirable** |
| * Experience of undertaking relevant and effective CPD.
* Experience of developing and delivering individual and group-based support to pupils.
* Experience of working with pupils with behavioural issues.
* Experience of supporting pupils’ SEMH needs.
* Experience of implementing behaviour management strategies.
* Excellent written and verbal communication skills.
* Have an ability to motivate colleagues.
* Be able to work as part of a team, as well as independently.
* Be able to adapt activities to ensure they are inclusive.
* Be able to effectively delegate tasks and responsibilities.
* Be able to manage projects and lead a group.
* Be able to collate and summarise information and data.
* Be proactive in the protection of children in reference to safeguarding procedures and protocols.
* Be able to effectively liaise with external agencies.
* Be able to develop and implement effective support strategies.
* Be able to identify triggers of poor behaviour and barriers to learning.
* Be able to assess pupils and their families, and identify their needs to ensure effective support is provided.
* Be able to maintain accurate and up-to-date records.
 | * Experience of handling child protection and welfare cases.
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| **Knowledge** |
| **Essential** | **Desirable** |
| * Knowledge of statutory requirements regarding the education sector and pupil wellbeing.
* Knowledge of legislation regarding pupil attendance, safeguarding and data protection.
* Knowledge of common pastoral issues and how to respond to the different situations which may arise.
* Knowledge of local and national support services that are available to pupils and schools.
* Proven awareness and respect for the highly sensitive status of information and its confidentiality.
* Knowledge of child protection and safeguarding procedures.
* Knowledge of intervention strategies, including those in relation to behaviour and attendance.
* Have a good understanding of child development, learning processes and barriers to learning.
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| **Personal traits** |
| **The successful candidate will be** |
| * Able to build positive and productive relationships with staff members, pupils and parents.
* Able to consistently promote good behaviour throughout the school.
* Able to effectively motivate and encourage pupils.
* Able to work flexibly, attending and contributing towards meetings and training outside of their specified work hours.
* Able to commit to contributing to the wider school and its community.
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| **Additional requirements** |
| **The successful candidate will have** |
| * Excellent communications skills.
* Good time management and the ability to prioritise tasks effectively.
* A well-developed sense of empathy.
* A good attendance and punctuality record.
* High expectations of self and professional standards.
* The ability to maintain successful working relationships with other colleagues.
* A willingness to work outside of the timetabled day, where necessary.
* High levels of drive, energy and integrity.
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