**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. | |

**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 |
| **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. |
| **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. |  |
| **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. | |
| **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. | |