

## Job Description



**Post Title:** Wellbeing Coach

**Grade:** TA2

**Employed by:** Northampton Free School Trust

**Line Manager:** Lead Wellbeing Coach

### Broad description of role:

- To work directly with learners to improve their social, emotional health and well-being in order to maximise potential in learning and achievement
- To work with staff, parents/carers, external agencies and other stakeholders to improve learner confidence and build resilience
- To develop and deliver a range of interventions to enable learners to make progress and increase their self-esteem, self-confidence, resilience and independence
- To work with parents/carers to support them in giving children and young people the support and direction they require to build confidence and resilience
- To support the teaching team in providing inspirational learning support at Wootton Park School
- To assist teaching staff in the planning, review and delivery of the curriculum by supporting learners in whole classes, individually and in small groups
- To assist in the health, safety, welfare, emotional and behavioural support of learners
- To work with staff, parents/carers and other stakeholders to ensure that support provided is appropriate, removes barriers to learning and promotes resilience and independence

### Key responsibilities:

#### Teaching and Learning:

- To assist the Wellbeing Coach in monitoring and evaluating learner wellbeing, adapting and developing appropriate activities and interventions to support progress and maximise impact
- To assist in the planning, delivery and review of lessons, interventions and enrichment sessions, developing differentiated materials and resources as appropriate in order to meet individual needs
- To support learning and teaching as directed, challenging and motivating learners in order to develop independence, resilience and self-esteem
- To promote the inclusion and acceptance of all learners in order that they interact and work co-operatively and engage in all activities
- To assist in the personal, social and emotional development of learners and in the development of self-esteem
- To encourage learners to access relevant health and wellbeing opportunities
- To reinforce learning opportunities, enable access to the curriculum and promote positive interactions between learners
- To facilitate one off drop-in surgeries for individual learners as appropriate
- To observe confidentiality and to support the school's endeavour to provide excellent pastoral care for all learners
- To provide targeted learners with appropriate support and coaching to empower them to manage and develop their learning, self-esteem, confidence, behaviour and access to the curriculum
- To support the Wellbeing Coach in developing the ability of parents/carers and other stakeholders to give children and young people the support and direction they require to build resilience
- To work with learners in assessing their ability, progress, development points, and aspirations through the use of Learner Passports and Progress Records
- To monitor individual or group achievement of key objectives and feedback to appropriate staff
- To contribute to the assessment of learners through observation and reporting
- To record information relevant to learner assessment and review, carrying out appropriate tasks related to learner progress

- To attend Learner Progress, EHA and EHCP review meetings, as appropriate
- To provide a consistent approach in supporting learners to develop independence, manage interactions and behaviour, using rewards and sanctions appropriately and in line with school policy
- To identify any uncharacteristic behaviour patterns in learners and report these to the class teacher, Lead Wellbeing Coach, Head of Year and SENCO as appropriate
- To support learners with access arrangements, e.g. acting as a reader, prompt, scribe when necessary
- To liaise effectively with class teachers, parents/carers, external agencies and other relevant stakeholders, sharing and providing information as appropriate and acting on advice given
- To accompany learners as directed and supervised by the responsible teacher, and assist with the supervision of learners as and when required.
- To monitor and provide for the general care, safety and welfare of learners (where learners have SEND that includes the need for personal care, provide this within the H&S guidelines, as necessary)
- To be involved in some aspect of extra-curricular activity, planning and delivering activities as appropriate

#### **School Support:**

- To work in conjunction with the SENCo and Wellbeing Coach to develop Wootton Park School's Wellbeing Strategy
- To undertake induction training for teaching assistants, participate in the staff review/appraisal/performance process and make use of professional development opportunities
- To carry out the duties of the post in ways which contribute to a supportive working environment within the school, for example, to be aware of tasks undertaken by other staff in order to provide support or cover when required
- To support teachers with the day-to-day management of the learning environment including being responsible for the care and preparation of teaching aids, equipment, displays, materials as appropriate
- To adhere to and maintain school policies, routines and codes of conduct and support the ethos of the school
- To attend staff meetings, and other activities held outside normal school hours, where appropriate and relevant
- To understand the school's policies relevant to the specialist subject/support provided and how they relate to local and national frameworks/policies
- To have an understanding of special educational needs and disabilities as defined in the SEND Code of Practice 2015
- To comply with the provisions of the Data Protection Act and adhere to the requirements of all staff to maintain confidentiality in respect of governors, staff, parents/carers, learners and members of the general public
- To be responsible and accountable for carrying out the post with regard to the school's Safeguarding Policy, Equal Opportunity Policy, Health and Safety Policy and Health and Safety at Work Act
- To be committed to safeguarding and promoting the welfare of children and young people.

**NB:** The aim of the job description is to indicate the general purpose and level of responsibility of the post. Please be aware that duties may vary from time to time without changing their character or general level of responsibility. Duties may be subject to periodic review by the Principal and/or SENCo (in consultation with the post holder) to reflect the changing work composition of the School or to reflect changing learner needs.

## Person Specification

The successful candidate is likely to be able to demonstrate the following: -

<b>Requirements</b>	<b>Essential (E) or Desirable (D) requirements</b>	<b>Measured by: Application form (A) or Selection process (S)</b>
<b>Education</b>		
At least 5 A*-C GCSE including English and Maths or equivalent	E	A
NVQ Level 2 or equivalent knowledge, experience and skills	D	A
Graduate Degree in Psychology, Counselling or similar	D	A
Evidence of further professional development	D	A
<b>Experience of</b>		
Working with young people in a learning environment	E	A/S
Working using collaborative partnerships	E	A/S
<b>Behaviours</b>		
Natural communicator; relationship building skills with a range of stakeholders	E	S
Ability to use data and evidence to draw conclusions / reinforce success	D	S
Proactive and innovative	E	S
<b>Knowledge and Understanding</b>		
An understanding of the developmental, emotional, social and educational issues of children and young people	E	S
An awareness of range of needs of people from diverse ethnic, cultural and social backgrounds	E	A
Experience of classroom practice or similar setting	E	S
An understanding of the SEND Code of Practice, 2015	D	A/S
An understanding of effective and engaging learning strategies to enable progress of learners	E	A/S
An understanding of tracking and monitoring learner progress	E	A/S
An understanding of the use of assessment to inform planning	D	A/S
Ability to plan support/intervention sessions with clear objectives to ensure progression for all	D	A/S
Ability to set consistently high expectations for all learners through class work and independent study	E	A/S
A willingness to be involved in enrichment activities	E	S
<b>Skills</b>		
Ability to work within teams effectively, motivate, enthuse and inspire colleagues and learners	E	S
Ability to quickly build rapport and trust with young people	E	S
Ability to inspire and support others to put their emotional needs, health and wellbeing on track	E	S
Ability to provide support to help others overcome the challenges they may face in making behaviour changes	E	S
Excellent ICT, communication and listening skills	E	A/S
Enthusiasm, patience, tolerance and sensitivity	E	A
Ability to work independently	E	S
Ability to delegate and hold learners to account	E	S
<b>Attributes</b>		
Committed to the aims of Wootton Park School	E	S
Committed to Equality and Diversity	E	S
Committed to own continuing professional development	E	A/S