



SOLIHULL

JOB DESCRIPTION

Head of Wellbeing & Character Education (7-18)

Responsible to: The Headmaster

Primary Responsibility: To lead, manage and develop the wellbeing and PSHEE provision for all pupils through high quality teaching, effective use of resources and the highest standards of learning and achievement in a structured programme in accordance with the school's aims. To act as the primary advocate for pupil and staff welfare.

Membership of: The Pastoral Support Team and Heads of Department Team.

Responsibilities:

General

This is an exciting opportunity for someone who is passionate about the all-round development of pupils. This is a new role and the post holder is expected to provide strategic leadership for the development, delivery and management of wellbeing and PSHEE throughout the school, in line with our Curriculum 2020 review. This will include considering; current and future safeguarding, SMSC, mental health, learning support and other relevant provision. The post holder will work closely with staff responsible for these areas of school life, coordinating curricular and co-curricular initiatives appropriately. Collaborative planning, delivery and review are especially important and the post holder will be expected to make a significant and holistic contribution to timetable review and change.

Specific

Leading:

- To complete a wellbeing and character education audit by undertaking a comprehensive assessment of current provision and need within the school.
- To work with Senior Management and Leadership to develop the wellbeing and character education policy and curriculum in line with our vision for Curriculum 2020.
- To monitor, assess and develop the roles of form tutors in supporting wellbeing and character education.
- To document, communicate and be an advocate for all aspects of pupil and staff wellbeing at Solihull School.

Managing:

- To develop and monitor schemes of work across the whole school and ensure successful implementation, whilst role-modelling excellent delivery.
- To introduce resilience training for pupils into our wellbeing programmes, having undertaken the Penn Resilience Training Programme (or suitable alternative).
- To integrate positive psychology practices for pupils into our wellbeing programmes.

- To train for, deliver (with other trained staff) and review the .b Mindfulness programme in the Senior School and to liaise closely with the Junior School with regards to Paws b training, implementation and review.
- To ensure the delivery of the statutory requirements of the PSHEE curriculum.
- To develop the wellbeing and character curriculum with specific reference to the guidelines issued by the National Association for PSHEE.
- To support Heads of Section in reviewing and developing the tutorial programme.

Staff:

- To have an overview of, and contribute to, the planning and delivery of health and wellbeing and character education INSET for staff.
- To explore and champion positive initiatives for staff wellbeing and character education.

Parents:

- In conjunction with other colleagues, support growing parental engagement by organising and co-delivering parent seminars on resilience, positive psychology, wellbeing, mental health and other relevant topics.

General

Support of pupils and staff:

- To offer pupils and staff direction and support.
- To lead and support the delivery of the wellbeing and character education curriculum.
- To act as an advocate for the awareness and prevention of mental health issues in staff and pupils.
- To support pastoral staff, where appropriate, with 'sign posted' pupils.
- To work with Heads of Section, the Head of Transition and the Head and Deputy of the Junior School to ensure the smooth transition of pupils across the school.
- To take active responsibility for personal CPD in key areas.
- To oversee the wellbeing and character education teaching team, including lesson observations and promoting and/or providing appropriate INSET.
- To champion the growth of Mindfulness teaching across the school and provide support for those who wish to undertake Paws b and .b training.

Delivery:

- To audit the professional training needs of colleagues, ensuring all staff are able to contribute to the delivery of the wellbeing and character programme.
- To liaise with colleagues responsible for overseeing all curricular, co-curricular and community events programmes, seeking opportunities to embed wellbeing and character education at all levels.
- To deliver whole school and section assemblies on wellbeing and character education, where appropriate.
- To deliver and communicate core messages to parents, governors, peers and pupils.
- To report on wellbeing and character education matters to SLT, SMT, JMT and governors, as required.
- To contribute to whole school policy making and strategic planning as required by the Headmaster.
- To undertake other reasonable duties related to the role.

The Head of Wellbeing and Character Education is expected to work closely with the:

- Senior Deputy Headmaster, Deputy Headmaster (Academic & Staff), Head and Deputy Head of Junior School and Assistant Heads
- Assistant Head (Academic) responsible for Curriculum 2020
- Director of Community Events and Relations
- Director of Sport and Director of Music
- Learning Support Department
- Pastoral Support Team, School Nurses, DSLs, School Counsellors and School Chaplain
- Head of Transition
- Staff who develop and deliver Wellbeing and Character Education and Mindfulness through the curriculum
- SMT & JMT
- School Councils

September 2017