



Co-op Academy
Priesthorpe

JOB DESCRIPTION

Job Title:	Emotional Wellbeing and Support Officer
Grade:	SO1, SCP 23 – 25 (£26,999 - £28,785 FTE)
Responsible to:	Assistant Principal: Behaviour and Inclusion
Working Hours:	Full Time 37 hours per week, term time only + 5 days

Purpose of the post:

Coordination of student emotional wellbeing support across all Key Stages. Working with Student Support Staff to ensure all students fully access and benefit from curriculum, interventions and support programmes to improve their emotional health and wellbeing.

Take professional responsibility for and lead emotional wellbeing interventions across the academy. In conjunction with the Assistant Principal: Behaviour and Inclusion and SEND Leader, develop and facilitate action plans for aspects of student emotional wellbeing and support in school.

To support colleagues by providing specialist subject knowledge and integrity in decision making that is required for effective student support.

To carry out the role of a Designated Child Protection Officer within the academy, dealing with issues as they arise, co-ordinating support and liaising with external agencies when appropriate.

Specific Responsibilities

Support for students

- Contribute to academy improvement through the delivery of evidence-based group and individual interventions in line with academy priorities in the Academy Raising Achievement Plan and SEF.
- To improve the emotional wellbeing of all year groups through the delivery of evidence-based programmes of intervention to identified students within groups or as individuals.
- Identify, in partnership with Year Managers and Student Support staff, students who would benefit from support. Demonstrate an in-depth understanding of their individual needs and priorities and develop appropriate strategies to meet them.
- Intervene with personal issues that are affecting students' performance at school and advise senior and middle leaders on appropriate action.
- Manage the development of interventions and monitor their success, including the provision of data, to show evidence of impact and progress, in line with the whole academy reporting framework.
- Implement strategies and support for students to enable them to positively regulate emotions, build self esteem, confidence and resilience.
- To contribute to the co-ordination of support for students in lessons who are experiencing difficulties.
- Support students with integration issues within their wider social environment.

- Contribute to the development of best practice across the academy in all areas of pastoral care.
- Co-ordinate the provision of mentoring support for students including management of referrals, oversight of provision and data collection.
- Provide regular and systematic feedback to students, staff, partners and parents/carers where appropriate, on targets and progress made towards them.
- Flexibly meet the needs of targeted students, amending practice to facilitate positive outcomes and progress by placing the child at the centre of the provision.
- Carry out the role of Designated Child Protection Officer with a high degree of professional integrity.
- Develop effective relationships with parents of students requiring support, advising them on strategies to support their child's emotional health and wellbeing where appropriate.
- Support the implementation of actions within students Education and Health Care Plans (EHCP's) and where required taking a lead on ensuring delivery.

External Agencies

- To manage contact with other agencies, on behalf of the academy and parent/carers and to liaise when required, including attendance and input at multi-agency meetings.
- To lead Early Help Assessments and co-ordination of multi-agency support when required.
- Provide feedback to members of academy staff and other professionals working with the student and assist in making further recommendations.
- Network with other appropriate professionals e.g. social workers, CAMHS, Third sector

Management (implementation) including Performance Management

- Contribute to academy planning and outcomes through contributing to the relevant sections of the SEF and Academy Raising Achievement Plan.
- Be responsible for positive and effective communications with school teams, external agencies and stakeholders.
- Manage conflicting priorities and various workplace demands.
- Be accountable for own performance management, setting challenging objectives/targets in line with the academy priorities.
- Management, appraisal, and distribution of other staff members as directed by the ALT.

Monitoring

- Actively monitor provision to ensure efficiency and value for money, providing feedback to the ALT in line with agreed academy reporting procedures.
- Ensuring high quality records are kept and information is shared appropriately in line with guidance, including the preparation or written reports when required.
- To maintain accurate and up to date student information on school's management information systems and own pupil filing records.

Evaluation

- Evaluate impact of resources and systems, ensuring value is added.
- Carry out effective assessments and evaluations pre and post intervention to demonstrate progress and impact.
- Provide data as required to members of ELT/ALT in line with academy reporting procedures.

Other

- Responsible for a student coaching group
- Co-op Academy Priesthorpe expects all employees to uphold the duty to safeguard and promote the welfare of learners.
- Maintain up to date role specific knowledge.
- The post holder will be expected to develop strong links with professionals in the academy as well as with those from external agencies. Of particular importance is the ability to develop trusting and professional relationships with young people in order for them to access support with the outcome of improving emotional wellbeing.

- Flexible working to meeting the needs of students, this may include evening work where appropriate.

Strategic Direction and Development of Co-op Academy Priesthorpe

The post holder will be expected to support and promote the development and progress of the academy, its students and staff. In this role the post holder will be key in developing policies and strategies to contribute to school improvement.

All staff are expected to:

- Facilitate open and clear lines of communication with all stakeholders.
- Contribute to the school's development and implementation of policies.
- Support all staff in achieving the school's priorities and targets.
- Ensure parents are well informed about the school and their child's progress.

Working with Staff

The post holder will promote positive and professional working relationships between all staff within the Department and school. They will also be expected to:

- Support the implementation of the school's Performance Management policy.
- Follow the school's quality assurance processes.
- Liaise with appropriate colleagues to ensure that individual needs of students are identified and met.
- Promote an inclusive environment and support the development of strategies to improve attendance.

Effective Deployment of Staff and Resources

The post holder will make a significant contribution to the effective deployment and development of resources. They will also be expected to:

- Take advice on establishing priorities for expenditure and the cost effective use of resources.
- Work within the academy's Quality Assurance framework.

NOTES

This job description allocates duties and responsibilities but does not direct the amount of time to be spent carrying each of them out.

The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year and it may be subject to modification or amendment at any time, after consultation with the post holder.

Signed: _____

Date : _____

PERSON SPECIFICATION

	Essential	Desirable
Education and Qualifications		
GCSE in English and Mathematics at grade C or above	✓	
Relevant degree or professional qualification in education, youth or social work or equivalent experience		✓
Understanding of child protection and safeguarding policies and legislation and trained in child protection issues.	✓	
Commitment to personal and continued professional development.	✓	
Designated Child Protection trained	✓	
Experience		
Experience of working in a multi-agency setting and within a multi-disciplinary team with successful outcomes	✓	
An up to date understanding of the specialist support services available to young people		✓
Use of relevant ICT packages	✓	
Experience of successful working with young people aged 11-16 with emotional and mental health difficulties	✓	
Experience of working with students experiencing social, emotional and behaviour issues (including loss/bereavement, separation, anxiety, self-harming, low mood)	✓	
Experience of planning, delivering and evaluating individual and group work	✓	
Knowledge and Skills		
Good interpersonal skills and the ability to interact positively and develop good working relationships with with students and staff	✓	
Knowledge of a range of evidence based interventions used to deliver group and individual work to improve young people's emotional wellbeing	✓	
Proven ability to co-ordinate, plan and deliver evidence based interventions and demonstrate their impact		✓
Demonstrate proficient ICT skills	✓	
To have a knowledge of SIMS		✓
To be able to use initiative and have problem solving skills	✓	
Understanding of mental health and emotional wellbeing issues including knowledge of academic, emotional and social issues with may affect young people	✓	
To be able to monitor and evaluate interventions effectively	✓	
Communicate effectively with students, parents and other colleagues	✓	
Work effectively under pressure, particularly when dealing with conflicting priorities	✓	
Organise, develop and monitor effective systems	✓	
Excellent team-working skills, as well as the ability to work creatively and independently.	✓	
Prioritise and plan to ensure completion of tasks while working to high level of accuracy.	✓	

Coaching and counselling skills.	✓	
Mentoring skills		✓
Ability to motivate and engage young people to address the difficulties they are experiencing at home/school that affect their ability/willingness to learn.	✓	
Knowledge of basic structure and organisation of inclusive education including knowledge of how young people learn.	✓	
Other		
Is committed, resilient, robust and resourceful	✓	
A record of reliability and integrity	✓	
Demonstrates fairness, honesty and integrity in his/her existing practice and conduct as a professional	✓	
Humour, optimism and ambition	✓	
Willingness to participate in further training and CPD	✓	
To be able to understand and be committed to equal opportunities for all members of the school community	✓	
Priesthorpe School expects all employees to uphold the duty to safeguard and promote the welfare of learners.	✓	
Ability to work flexibly, including evenings when required.	✓	

The Co-operative Academies Trust, as an aware employer, is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf.

This post is subject to an enhanced DBS disclosure and two satisfactory references. The post-holder must be committed to safeguarding the welfare of children.