



Sherwood Park School

Job Description & Person Specification

Job Title: **Wellbeing Practitioner**

Sherwood Park School is an all-age foundation special school, which consists of two campuses;

Sherwood Park Campus in Wallington, which provides for pupils with profound and multiple learning disabilities and severe learning disabilities and;

Sherwood Hill Campus in Carshalton, which provides for autistic pupils who also have severe learning disabilities and / or significant social and emotional difficulties that affect their capacity to cope across daily activities.

All of our children have an Education Health and Care Plan and often have a number of dedicated professionals working with them in order to support them to reach their potential - we are very proud of our trans-disciplinary approach and place great emphasis on supporting our pupils to feel safe, well and emotionally regulated in order that they can achieve their best.

Sherwood Park School is a warm and friendly school, with high aspirations for our fantastic pupils.

Job Description

Post reporting to: Wellbeing Lead Practitioner and Forest School Leader

Overall Purpose of the Post

The Well-being Practitioner will:

Work under the professional guidance of the Wellbeing Lead Practitioner in delivering a high standard of holistic wellbeing assessments and interventions, having the skills and experience to work closely with children and young people aged 3-19 with severe and profound learning difficulties who may also be autistic or have significant health needs.

Be responsible for managing a caseload of work as part of a transdisciplinary team, including providing support and coaching to teaching staff and therapists in a range of environments. This includes the delivery of wellbeing and regulation lessons to the whole class or groups of learners, as well as working individually with children..

Be able to identify issues affecting the wellbeing of learners across the campus and support class teams with interventions, programmes, equipment, resources and strategies to enable progress of individual and groups of learners



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Lead by example in relation to the school's transdisciplinary approach, LEARN ethos and by applying the process of Self-Reg within your own daily practice.

Be responsible for the upkeep and development of the specialist rooms, resources and equipment required for promoting positive wellbeing

Ensure that wellbeing interventions and approaches are reflected across the curriculum by working as part of a curriculum team. This includes providing specialist training to staff on wellbeing interventions and approaches

Support in the writing of regulation and wellbeing plans in collaboration with the teacher, OT and SaLT and ensure that the pupils' regulation and communication profiles, therapy programmes and wellbeing plans are embedded across the curriculum, to ensure pupils meet their learning potential.

Have excellent communication skills, engendering trust and respect for all pupils, families, colleagues, other professionals and community partners.

Be based on one campus but may be deployed to cover work or deliver specific interventions on the alternate campus as required.

Main duties- Wellbeing Practitioner

Core Offer

- Work as an ambassador for our LEARN ethos, working alongside the teaching and therapy team in creating a culture where behaviour is not viewed as the problem and where evidence based practice is used to understand the 'behaviour' as the manifestation of (di)stress. Behaviour is reframed and staff work collaboratively with the child, their family and outside agencies to recognise and reduce the stressors in the moment and over time through the practice of Self-Reg. Access to learning due to health and medical needs are prioritised and supported to enable attendance and support positive outcomes.
- To support the Lead Wellbeing Practitioner in delivering the whole school Wellbeing Strategy, inputting ideas for development
- Working under the guidance of the Lead Wellbeing Practitioner to provide appropriate wellbeing support and interventions as recommended in the child or young persons EHCP or wellbeing plan, through the provision of ethical, evidence-based, strengths focused, trauma applied assessments and interventions at universal, targeted and specialist levels. Work to improve their emotional & physical health, regulation and wellbeing, impacting positively on long term outcomes and destinations.
- Ensure that concerns arising from contact with students/parents are passed on to the relevant member of the leadership team/Designated Safeguarding Lead, especially where there are



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safeguarding concerns. Understand the links between safeguarding and wellbeing reporting and ensure reporting and recording is robust

- Represent the wellbeing team where relevant in safeguarding and wellbeing meetings, recording these appropriately
- Being aware of the children with restrictive plans and advocate for the use of physical intervention only in line with the school's policies and procedures and ensure accurate reporting and recording
- Provide short reports / data for the annual review process when required

Universal Offer

- To have knowledge of the complex wellbeing needs of autistic children and young people, as well as those with severe and profound learning difficulties.
- To have awareness of a range of approaches to managing the wellbeing needs of children and young people with complex support needs, developing an area of expertise
- Support and guide staff in relation to their concerns regarding the wellbeing of students
- To learn and use forms of assistive communication such as Makaton, visuals, objects of reference, core vocabulary boards, PODD and high tech systems including eye gaze, proloquo and LAMP words for life.
- To learn and use the process of Self-Reg to support regulation and wellbeing, this includes the use of sensory equipment (e.g weighted blankets, compression garments) and learning supports (visuals, TEACCH, social stories, talking mats and comic strip conversations)
- Provide expertise in wellbeing to support curriculum development through active involvement in a curriculum working party
- Support the transdisciplinary team in delivering the wellbeing/regulation curriculum
- Delivering relevant training for staff, parents, learners and outside agencies in relation to wellbeing as appropriate
- Deliver additional enrichment activities which support social and emotional well being
- To support staff to select and use a range of different resources, equipment and teaching styles to support the wellbeing and regulation of students. This includes ensuring that appropriate equipment and facilities are made available and are accessible
- To ensure staff and students' safety through the delivery of appropriate risk assessments and safe working practices/guidelines.
- Monitor referrals for targeted and specialist wellbeing intervention, supporting staff to identify any learners who require further support above and beyond the universal school transdisciplinary offer. Work under the support of the SLT/wider leadership team to offer appropriate levels of additional support where required.
- To promote the inclusion and acceptance of all students by establishing positive relationships and treating all according to their individual needs.



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- When necessary, to support students with personal care and toileting needs as part of a wellbeing intervention, this may include administering medicine and delivering first aid following appropriate training when necessary, as specified within our Administration of Medication Policy.
- To support students with eating and drinking and where necessary feed pupils as part of a wellbeing intervention, following their eating and drinking passports, which may include PEG feeding.
- Support SLT, teachers and therapists with resources and support during school events and community trips where appropriate including provision of visuals, programmes and social stories

Targeted & Specialist Offer

- In addition to the universal offer, deliver individualised targeted, specialist and bespoke packages of support for individual students/groups/whole classes, based on need and resources available. This will include being responsible for the provision of specialist and intensive packages of support to learners and their families within school, in the community and during school trips/outings
- Supporting and working collaboratively with staff, parents and outside agencies in delivering positive strategies for managing the wellbeing and regulation of learners where stress levels are high and behaviour is viewed as an area of concern affecting the child's progress. This includes well-being, behaviour and regulation support assessments guided by Self Reg & low arousal approaches. This also includes complex crisis support.
- To undertake, document and feedback observations of individual students/ and or classes to ensure they have appropriate systems and structures in place to support learning.
- To chair and minute low level wellbeing meetings with class teams, parents and external professionals as required.
- To work in collaboration with teachers, parents and therapists and professionals from outside agencies to support the development of well-being /regulation plans, individualised programmes and other documents, ensuring these are in place for all learners.
- Support in the monitoring of agreed targets, progress and impact of interventions with students via school systems. Communicate this effectively with team members, regularly updating on any changes
- Support in the monitoring risks in relation to wellbeing (maladaptive coping strategies and behaviours & health difficulties) and the effectiveness of universal, targeted and specialist interventions using SLEUTH and other information.
- Communicate with Parents/Carers on a regular basis, through face to face contact/ emails/phone calls/reports, especially in cases where additional support programmes are being implemented
- To respect confidentiality of information relating to students and their families in accordance with GDPR guidelines



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Main duties - Support for the Lead Wellbeing Practitioner & Class Teams

- Feedback information relating to individual learners or groups of learners in his/her absence.
- Assist with the planning of wellbeing interventions and activities.
- Monitor pupils' responses to wellbeing intervention and accurately record achievement/progress as directed. The wellbeing practitioner must understand the aims of the activity that they are undertaking with the pupil(s).
- Provide detailed and regular feedback to the team around the child on pupils' achievement, progress, problems that arise during the day etc. In order to facilitate this the wellbeing practitioner's working hours extend beyond pupil contact hours.
- Promote high standards of wellbeing and feelings of safety, dealing promptly with conflict and incidents in line with established policy and encourage pupils and staff to reflect on incidents, issues and crises.
- Work with pupils who exhibit extreme stress behaviours that may need the implementation of positive and protective handling techniques i.e. physical intervention, for which training will be given.
- To have a good understanding of ICT; to be able to develop and create powerpoint presentations; use word documents and spreadsheets; upload, resize and save photographs and videos; use our online systems such as My Concern, Sleuth and Evidence for Learning and capture evidence using a camera or ipad.

Main duties - Support for the School

- To fully participate in all systems of staff performance and appraisal , meeting targets that are set.
- To lead by example and be a good role model to other colleagues.
- Undertake CPD and keep an individual folder of personal progression in school
- To comply with all school policies and procedures.
- To contribute to the overall ethos/work/aims of the school and give support to extra curricular activities such as Parents Evenings and FundRaising Events; attend and participate in relevant meetings during and at the end of the school day.
- To appreciate and support the role of other professionals and multi agencies and assist in the co-planning and implementation of programmes and interventions.
- To provide support to new staff and volunteers and maintain a professional manner.

Safeguarding:

- Ensure all Safeguarding policies and guidelines are followed
- To contribute to the protection of individuals from abuse and work to ensure that the safety of pupils and staff is a consistently prioritised and upheld



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SAFEGUARDING RECRUITMENT STATEMENT

Sherwood Park School is committed to equal opportunities, safeguarding and promoting the welfare of children, young people, and vulnerable adults and expects all staff and volunteers to share this commitment. All appointments are made subject to receipt of a completed application, satisfactory references and an Enhanced DBS check.

Person Specification

Qualifications/training	
Right to work in the UK	E
Level 2 (GCSE A – C or grade 4 or above) in English and Maths.	E
Recognised qualification/accreditation in the area of SEN or therapy related to working with children with high levels of stress/regulation/wellbeing & behaviour needs or willingness to complete this training	E
Additional training in therapeutic & educational approaches such as use of communication systems, sensory approaches, social stories	D
Experience and/or Knowledge	
Experience of working educationally and/or therapeutically, implementing interventions with children and young people with complex SEN needs in community or school settings, including Looked After Children and young people and those with significant stress related behaviours	E
Ability to work with a range of pupils/students 3 -19 years old who are Autistic or who have severe learning difficulties/complex needs including physical disability and significant health needs	E
Ability to build rapport and trust with children and young people of all ages and abilities, especially those experiencing high levels of (di)stress and/or high wellbeing/mental health/health needs	E
Understanding of the triggers, causes and presentation of wellbeing needs and distress and has the ability to manage it	E
Experience of completing dynamic risk assessments, in school and in the community and for whole school activities and working to mitigate these risks appropriately	E
Experience of delivering interventions to whole class groups, small groups and individuals with complex SEN	E



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Ability to learn, use and extend knowledge of assistive and augmentative communication systems (AAC), including Makaton, PODD, Core Vocabulary Boards, eye gaze, proloquo 2 go, LAMP words for life	E
Ability to learn, use and extend knowledge of sensory tools and strategies including weighted & compression equipment, suspended equipment, therapeutic listening	E
When related to well being needs to support students with personal hygiene and toileting.	E
To support the welfare of our learners with medical needs by administering medication and first aid following appropriate training when necessary as specified within our Administration of Medication Policy.	E
To support students with eating and drinking and where necessary feed pupils, following their eating and drinking passports, which may include PEG feeding	E
To support community trips such as swimming, day trips and D of E trips	E
Ability to physically support pupils including those in special seating and wheelchairs in moving around the school environment, including hoisting and a willingness and ability to implement the positive and protective handling techniques as required within individual pupil positive handling plans. Guidance/ training will be provided.	E
Ability to model appropriate behaviours to both colleagues and students, doing so with patience, tolerance, and sensitivity and a mature and non-judgemental outlook	E
Ability to use ICT to a good standard, for example PowerPoint, Microsoft Office, uploading photos and videos.	E
Experience of delivering formal and informal training to school staff, parents and outside agencies	D
Evidence of excellent interpersonal skills and the ability to work as a member of a team and develop and maintain good relations with all members of the school community, including parents. To work cooperatively with staff from a range of agencies as required.	E
Evidence of the ability to communicate clearly and concisely both orally and in writing with staff and students with complex communication needs	E
Knowledge and understanding of best practice as it relates to child protection and safeguarding.	E
Personal Qualities	
An ability to make decisions under pressure and to remain calm in a crisis	E



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Flexibility, and able to adapt to changing circumstances and new ideas	E
Approachable and empathetic	E
Ability to comply with all school policies and procedures e.g. child protection, safeguarding, health, safety and security, manual handling and positioning, positive and protective handling, wellbeing confidentiality, data protection, equal opportunities and staff code of conduct	E
A willingness to adhere to health and safety regulations including those relating to manual handling and positioning of pupils/students. Also the ability to ensure that the environment is safe to work in.	E
A willingness to work flexibly, attend in-service training and school meetings as required both within the school day and after the pupils have left.	E
Demonstrable commitment to equal opportunities.	E
Physical stamina and resilience to directly work with children and young people with complex behaviours of dis/stress.	E