

## **Halcyon London International School Student Wellbeing Leader**

**The Student Wellbeing Leader is a member of the School Leadership Team. The Student Wellbeing Leader is responsible to the Director for**

- student safeguarding
- the development and delivery of student wellbeing policies and practice in support of learning
- the effective leadership of student wellbeing teams
- the development and delivery of PSHE
- coordinating effective first-aid provision
- recording, updating and appropriate communication of student medical information
- to safeguard and promote the welfare of students.

*The following list serves to illustrate the scope and responsibilities of the post and is not intended to be an exhaustive list of duties. The Student Wellbeing Leader will be expected to perform different tasks as necessitated by the development of this role as practice develops, and the overall business objective of the practice changes.*

### **1. General responsibilities**

**The Student Wellbeing Leader will**

- be an active advocate for Halcyon's vision, mission and core aims
- be an active advocate for Halcyon's curricular and philosophical commitments as an IB World School, ensuring alignment of all policies and practices to IB Standards and Practices
- collaborate with the School Leadership Team to develop, implement and deliver Halcyon's operational goals, aligned to the school's strategic planning
- lead the Student Wellbeing and Advisor Team, to develop and deliver student wellbeing strategic goals, aligned to the school's operational goals and strategic planning
- lead and collaborate with student wellbeing and curriculum teams to ensure that at all times the school's curriculum provides a safe, supportive learning environment for students, teachers and all other members of the Halcyon community
- promote a culture where diversity and inclusion are encouraged and students learn to respect differences, take responsibility for their actions, exercise leadership, actively build community and strive for academic excellence
- engage with teachers, students and the school community to create a dynamic, aspirational and innovative culture – a professional learning community grounded in collaboration, focused on improving learning outcomes, and driven by data-informed decision-making
- lead and support a culture accepting of innovation
- be an active, life-long learner

### **2. Specific responsibilities**

**A. To lead learning, the Student Wellbeing Leader will**

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1. ensure a consistent collaborative focus on improving student learning outcomes through the effective understanding, development and delivery of a positive student wellbeing program
2. ensure that an on-going, critical, analysis and evaluation of student inclusion and performance data inform student wellbeing policies in support of student learning
3. be up to date with and respond to current research about how student wellbeing supports student learning
4. actively monitor and follow-up learning goals articulated in individual student wellbeing programs
5. develop and lead a collaborative staff coaching program in support of student learning
6. develop an effective student peer-mentoring program to support learning through positive student wellbeing
7. coach and counsel students, when appropriate and at a time and place which is conducive to good communication, concerning any emotional, academic, social or behavioural concerns
8. ensure that students have an active and engaged role in developing learning outcomes through student wellbeing programs
9. develop a coherent scope and sequence of learning outcomes for PSHE, ensuring effective articulation with student wellbeing policy and practice
10. ensure student wellbeing and PSHE programs make effective and coherent connections with learning outcomes defined through IB syllabi
11. ensure that relevant student medical information is shared appropriately in support of student wellbeing and learning
12. liaise with the Director if any student wellbeing concern should be referred to outside agencies
13. ensure effective liaison with the Learning Support Team, and that all recommendations for student learning are implemented

**B. To lead teaching, the Student Wellbeing Leader will**

1. ensure a consistent collaborative focus on improving student learning outcomes through the modelling of best teaching practice, as based on current research
2. lead the community in building a shared understanding of how student wellbeing policies and practice support student learning through the written and taught curriculum, with particular emphasis on IB Approaches to Learning
3. use effective research-based learning and teaching programs to evaluate and improve Halcyon's student wellbeing practice
4. develop and lead a collaborative peer coaching program to support both student and staff wellbeing
5. lead the school student council, and ensure that it has an active and engaged voice in the development of school policy and practice
6. develop the PSHE curriculum, ensuring a coherent scope and sequence grades 6 to 12
7. ensure the use of local, national and international resources within the curriculum

**C. To lead operational/strategic planning, the Student Wellbeing Leader will**

1. Develop, with the Director and School Leadership Team, and based on current research, appropriate consultation, feedback, and analysis of student data,

- a) student wellbeing policy, and long-term student wellbeing strategic planning goals, to be met through clearly articulated short-term objectives
- b) PSHE policy, and long-term PSHE strategic planning goals, to be met through clearly articulated short-term objectives
2. ensure that student wellbeing and PSHE policy and practice supports Halcyon's mission and objectives, and is aligned with accreditation agencies standards and recommendations, IB Standards and Practices, and meets all UK regulatory requirements
3. ensure that safeguarding policy and practice is an active and relevant part of school life, and that policy and practice are regularly evaluated
4. prepare, with the School Leadership Team, for evaluation/accreditation/inspection visits

**D. To lead staff professional learning, the Student Wellbeing Leader will**

1. develop, as a member of the School Leadership Team, Halcyon's provision for professional learning, both internal and external, aligned to school strategic planning
2. conduct regular learning walks and subsequently provide a collaborative forum for professional learning conversations that are informed by appropriate data and focused on learning outcomes
3. lead and organise professional development in support of student wellbeing
4. provide assistance and coaching to teachers to develop and enhance their understanding of how student wellbeing supports student learning
5. ensure the effective induction of new staff in the policy and practice of student wellbeing,
6. ensure all staff are regularly and effectively informed of safeguarding policy and practice
7. promote collaborative practice to engage staff and ensure effective working relations
8. act as a positive role model

**E. To lead quality assurance, the Student Wellbeing Leader will**

1. support and facilitate, with the Director, the school's Professional Learning Program
2. establish and monitor performance targets in line with wider school goals, and work collaboratively toward their achievement
3. establish agreed standards of learning and practice for student wellbeing
4. evaluate the effectiveness of learning and conduct regular reviews of the wellbeing and PSHE programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practice, learning walks, and feedback from students, colleagues and parents/carers
5. evaluate the effectiveness of wellbeing and PSHE teaching through the school's professional learning program
6. evaluate the effectiveness of peer and student coaching programs, and provide recommendations and planning for any necessary improvements

**F. To lead communication & liaison, the Student Wellbeing Leader will**

1. communicate the student wellbeing and PSHE programs effectively to all members of the Halcyon community, using agreed communication protocols
2. ensure that all staff are familiar with student wellbeing, PSHE and safeguarding policy and practice

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3. ensure that appropriate student medical information is communicated effectively and appropriate protocols are in place to ensure student wellbeing
4. monitor the behaviour/incident record, liaising as appropriate with students, teachers, parents and the Director
5. liaise, as appropriate, with external agencies, social services and medical personnel within and beyond the school and with parents to ensure students' wellbeing.
6. liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies as necessary

**G. To lead the management of resources, the Student Wellbeing Leader will**

1. prepare, with the School Leadership Team, the annual school budget for well-being provision and the allocation of teaching resources (scheduling)
2. be available to support the Director in the appointment of teaching staff
3. develop, and be responsible for, the student wellbeing (including safeguarding and first aid) and PSHE budget, linked to strategic planning and intended learning outcomes

**3. Additional professional expectations**

**In support of his/her responsibilities, the Student Wellbeing Leader will** work additional days, as to be negotiated with the Director and noted in the administrative contract, to focus on professional development training, policy and procedure development, curriculum development, and to prepare for the new year and new student and teacher orientation

The Director will lead a yearly performance evaluation of the Student Wellbeing Leader. This evaluation will be in-line with Halcyon's professional learning program and, in addition, be informed by expectations outlined in the job description, a review of strategic planning targets, and feedback data from students, staff and parents.