



Langley Park
School for Girls



Wellbeing Support Worker

Recruitment Pack

Enabling everyone to thrive - acting with
kindness, determination and respect

Wellbeing Support Worker
Required for: As soon as possible

Term time: 18 hours per week / 39 week per annum

Scale 5 (point 11-15)

Salary £32,070–33,987 (Full time equivalent)

Actual salary: £13,711 per annum

Working pattern – 3 days per week (to include Thurs and Fri), 8.30am – 3.15pm

We are seeking a compassionate and proactive Wellbeing Support Worker to support the emotional, social, and mental wellbeing of students across our school. The successful candidate will help students overcome personal challenges, build emotional resilience, and fully engage in school life.

This is an exciting opportunity to work within a strong and committed wellbeing team, based in our dedicated Wellbeing Hub, playing a crucial role in making a difference to the education and lives of our children and young people.

You will have excellent inter-personal skills and have the highest expectations for yourself and others. You will be able to work both independently and as part of a wider team and prioritise workload accordingly. You will be joining a team of highly skilled and committed professionals who are relentless in the pursuit of pastoral excellence.

Langley Park School for Girls is a high achieving, popular and well-respected school within our local community. Situated on the Langley Park campus alongside our neighbouring boys' school and primary school, we benefit from excellent transport links to and from central London and proximity to the Kent countryside.

“Pupils flourish into independent, confident young adults at this school.”

“Pupils are polite, kind and respectful to one another. They have strong professional relationships with their teachers.” (Ofsted)

“The school curriculum supports pupils to excel.” (Ofsted)

We can offer:

- Highly motivated students with a commitment to their learning.
- Very good standards of student behaviour.
- Innovative approaches to Teacher Professional Development.
- Opportunities to work and grow within our trust and beyond the school.
- A friendly and supportive working environment.
- An Employee Assistance Programme and flu vaccination.

Closing Date: Monday 2 March 2026 (9.00am)

Interviews Date: Wednesday 4 March 2026

Please apply via the link on the [current vacancies page](#) on our school website using the MyNewTerm application portal.

For further information please contact Helen Partridge (HR Manager)
hp@lpgs.bromley.sch.uk

We are committed to equality of opportunity for all our staff. We particularly welcome applicants from ethnic minority backgrounds as they are currently under-represented on our staff body. We recognise the vital contribution that members of a diverse team make to our students' learning. The range of cultural experiences, differing viewpoints and role models this brings is essential in our Trust and we recognise the gap that would be left in our offering without these.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Therefore, the successful applicant will be subject to Enhanced Disclosure and Barring Service check.

Dear Candidate,

Thank you for your interest in joining our community as a Wellbeing Support Worker within our Wellbeing Hub team. The information here gives a brief sense of our school. Equally, you are most welcome to arrange time to visit.

Langley Park School for Girls, part of Impact Multi Academy Trust, is a large secondary comprehensive school in Beckenham. We have 1,200 girls in Year 7-11 and a large co-educational sixth form of 450 students. We proudly draw from a large number of boroughs and schools in our sixth form creating a diverse and vibrant community.

LPGS has a proud history and is an exciting environment in which to work and study. The arts are highly valued and invested in and staff and students alike enjoy the wide range of opportunities available: our dynamic careers academy and huge range of clubs, societies, groups and trips.

We have an ambitious and broad curriculum, for example:

- All Year 7 students learn an instrument for a term as part of our music scheme to widen access and participation.
- KS3 students enjoy Dance and a Visual Arts rotation of Art, Textiles, Digital Media, Food Preparation & Nutrition and Design Technology.
- Just recently, students have enjoyed trips within the UK and international visits to Tenerife on the Spanish Exchange, Salzburg with the Music tour and our Camps International expedition to Peru.

We achieve positive academic results whilst also focusing on student wellbeing and mental health.

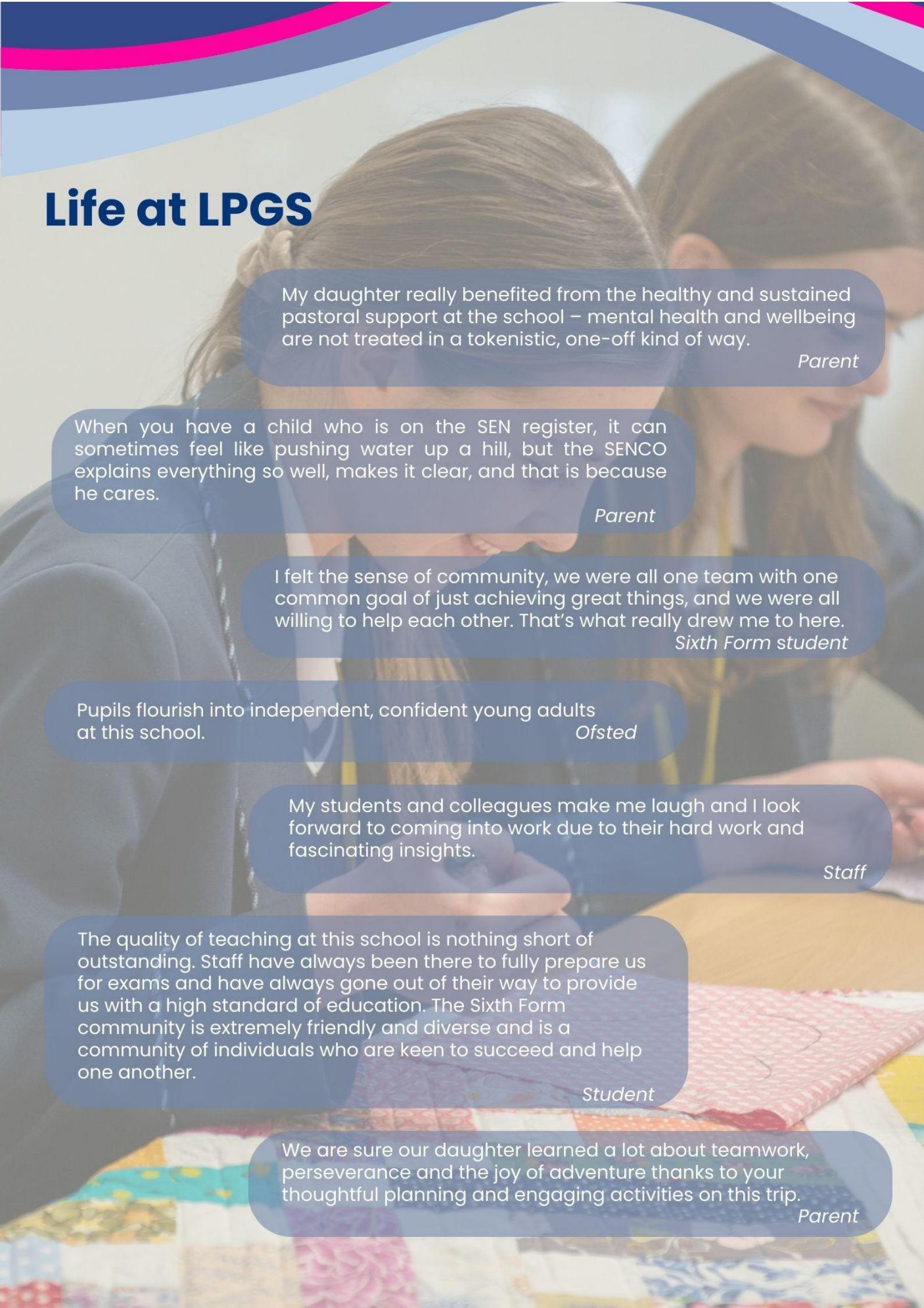
If you would like to be part of our school community, we would welcome your application.



Kind regards,

Steve Whittle
Headteacher

Life at LPGS



My daughter really benefited from the healthy and sustained pastoral support at the school – mental health and wellbeing are not treated in a tokenistic, one-off kind of way.

Parent

When you have a child who is on the SEN register, it can sometimes feel like pushing water up a hill, but the SENCO explains everything so well, makes it clear, and that is because he cares.

Parent

I felt the sense of community, we were all one team with one common goal of just achieving great things, and we were all willing to help each other. That's what really drew me to here.

Sixth Form student

Pupils flourish into independent, confident young adults at this school.

Ofsted

My students and colleagues make me laugh and I look forward to coming into work due to their hard work and fascinating insights.

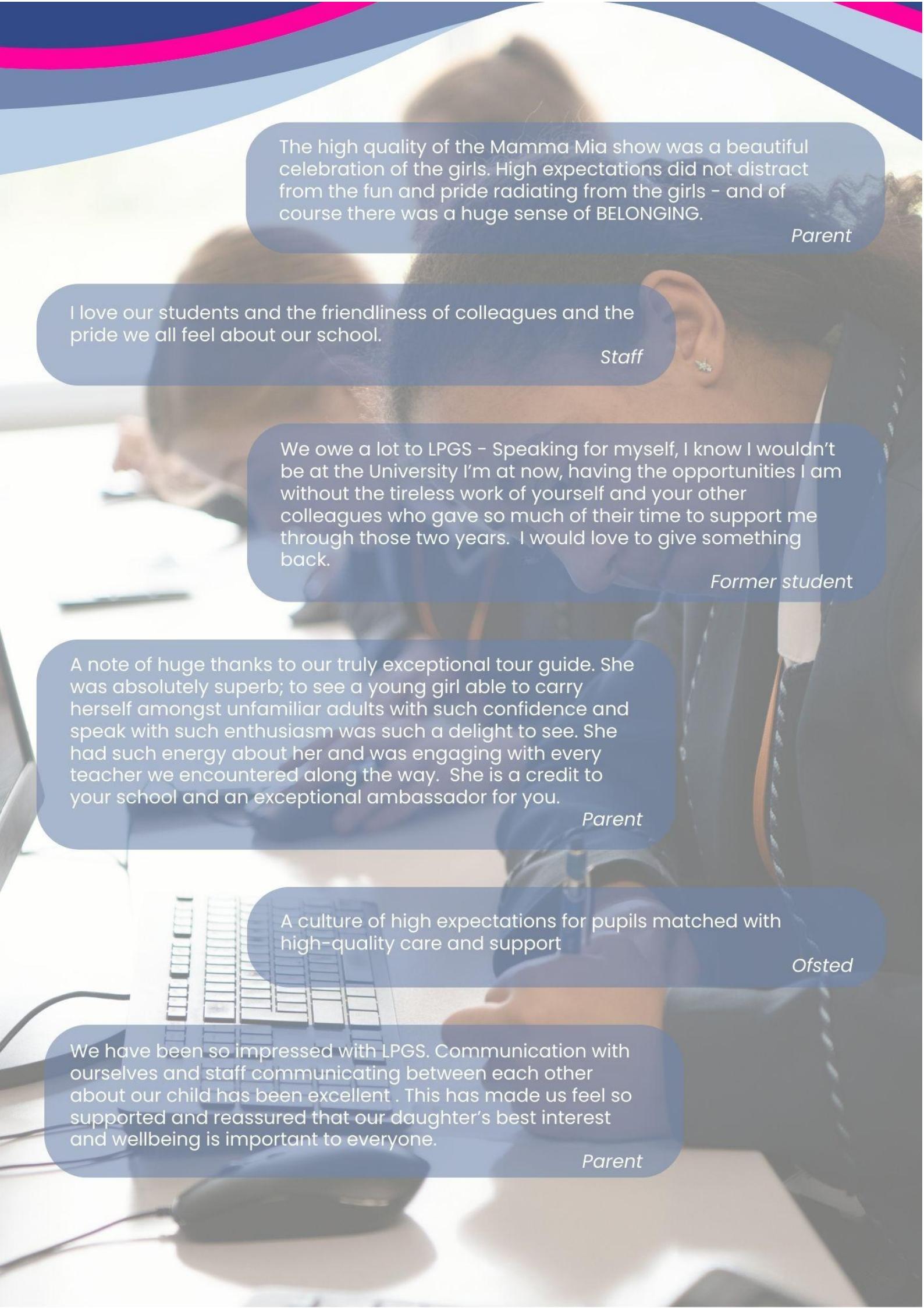
Staff

The quality of teaching at this school is nothing short of outstanding. Staff have always been there to fully prepare us for exams and have always gone out of their way to provide us with a high standard of education. The Sixth Form community is extremely friendly and diverse and is a community of individuals who are keen to succeed and help one another.

Student

We are sure our daughter learned a lot about teamwork, perseverance and the joy of adventure thanks to your thoughtful planning and engaging activities on this trip.

Parent



The high quality of the Mamma Mia show was a beautiful celebration of the girls. High expectations did not distract from the fun and pride radiating from the girls - and of course there was a huge sense of BELONGING.

Parent

I love our students and the friendliness of colleagues and the pride we all feel about our school.

Staff

We owe a lot to LPGS - Speaking for myself, I know I wouldn't be at the University I'm at now, having the opportunities I am without the tireless work of yourself and your other colleagues who gave so much of their time to support me through those two years. I would love to give something back.

Former student

A note of huge thanks to our truly exceptional tour guide. She was absolutely superb; to see a young girl able to carry herself amongst unfamiliar adults with such confidence and speak with such enthusiasm was such a delight to see. She had such energy about her and was engaging with every teacher we encountered along the way. She is a credit to your school and an exceptional ambassador for you.

Parent

A culture of high expectations for pupils matched with high-quality care and support

Ofsted

We have been so impressed with LPGS. Communication with ourselves and staff communicating between each other about our child has been excellent. This has made us feel so supported and reassured that our daughter's best interest and wellbeing is important to everyone.

Parent

Impact Multi Academy Trust (IMAT)

We believe that being a Trust with both primary and secondary schools is an enormous asset, since it enables us to share our expertise and knowledge, learning from each other to improve the education of children from ages 4 to 18. We have high aspirations for our students that attend Impact Multi Academy Trust schools. We also have high expectations about what they will receive from, and contribute to, their education.

We believe strongly in educating the whole child. We offer our students the highest quality academic education, delivered within a broad, balanced and rich curriculum; alongside which our schools offer a wide range of high quality extra-curricular opportunities, with music and sport a particular strength.

The heads, senior leaders and colleagues actively meet and collaborate – this work is furthered by our Curriculum Strategy Leads.

Our Trust, as it is today, was formed in September 2022 and currently comprises seven schools:

- Clare House Primary School
- Darrick Wood School
- Hawes Down Primary School
- Hayes School
- Langley Park Primary School
- Langley Park School for Boys
- Langley Park School for Girls
- Ravens Wood School

For further information, please visit the Trust website www.imat.uk.



Staff Wellbeing

Our commitment to this is captured in our Staff Wellbeing Charter which you can read in detail [here](#) and includes:



CPD – we invest in our staff and in ourselves through a [professional growth](#) approach to appraisal that prioritises our improvement as teachers over data-driven targets



Respectful relationships are at the heart of how we approach others in our community: staff and students.



We take a conscious work-load focused approach to marking (no onerous expectations), data drops and parents' evenings.



A deliberate and moderate approach to emails and communication, using scheduled staff communications instead of lots of emails and no expectation that staff respond outside of their working hours.



Trained Mental Health First Aiders to support staff and a comprehensive Employee Assistance Programme that includes 24 hour support line, swift access to counselling and a wide range of advice and support via the Wisdom App.

The Wellbeing Hub Team

The Wellbeing Hub team, alongside the wider pastoral team, at Langley Park School for Girls plays a key role in providing quality care, support and guidance to students. You will be joining a supportive and hardworking group of people who enjoy working with students, parents and staff and making a difference.

We aim to support our students such that they are able to achieve their potential in all aspects of their school career. We work together to ensure that all students at Langley Park School for Girls are able to be safe, happy and successful. Our tutorial programme, assemblies and PSHE lessons in all years, aim to raise students' confidence, and help them to develop knowledge, interpersonal skills, social skills and communication skills in preparation for adult life. We secure the active involvement of students in their learning and in the wider community.

Behaviour management

We pride ourselves on the positive relationships and calm, purposeful atmosphere in school. These are supported by our routines, systems and expectations, which promote good learning habits and behaviour for learning.

The school sets high standards of behaviour for its students and is a community which values and respects each individual, whether staff or students. Racism, sexism, LGBTphobia and other forms of discrimination are not acceptable.

We expect all students to follow the "Langley Way" and to demonstrate our school values of Belonging, Equality, Kindness, Ambition, Respect and Determination. Our students achieve highly and we recognise that high achievement takes place within a framework of high expectations. You will play a key role in supporting our students to be ready for learning, to take responsibility for their actions and to be respectful towards others.

We endeavour to not only 'manage behaviour' but to change behaviours. Students experiencing difficulties are therefore offered individual support by the Pastoral Team, SEND Hub, Safeguarding Team and Wellbeing Hub. Our system of Praise Points (P points) and Consequence Points (C Points) ensure that we reward students and hold them to account for high standards of behaviour. Sanctions are applied fairly in accordance with DfE guidance.

The Pastoral Team

Key Stage 3			Key Stage 4		Key Stage 5	
Head of Key Stage 3			Head of Key Stage 4		Assistant Headteacher (Sixth Form)	
HoY7	HoY8	HoY9	HoY10	HoY11	HoY12	HoY13
Deputy HoY						

Additional non-teaching support roles include:

Wellbeing Hub Manager (f/t) Wellbeing Support Worker (p/t) Wellbeing Support Worker (p/t) - vacancy SEND Hub staff (SENDCO, Assistant SENDCO, LSAs) Pastoral Support Worker across KS3 & KS4	Sixth Form Supervisor/Administrators Sixth Form Academic Learning Mentor Senior Pastoral Manager
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The Safeguarding Team

Designated Safeguarding Lead Safeguarding Officer (f/t) – non-teaching role		
Assistant Safeguarding Officer (f/t) - non-teaching role	Senior Pastoral Manager (f/t) - non-teaching role	Deputy Designated Safeguarding Leads Headteacher Assistant Headteachers (2) Head of Key Stage 3 Head of Key Stage 4

Job Description

Purpose of the Job

To support the emotional wellbeing, mental health, and attendance of students through targeted interventions, safeguarding practice, and inclusive pastoral care. Working under the guidance of the Wellbeing Hub Manager, the role involves liaising with families, staff, and external agencies to remove barriers to learning and help students achieve their full potential. This work is central to creating a safe, supportive, and purposeful environment focused on the school's vision; **enabling everyone to thrive.**

Reporting to: Wellbeing Hub Manager

Main duties and Responsibilities

Student Wellbeing and Support

- Support individual students in the Wellbeing Hub to build emotional literacy and resilience both in and outside the classroom.
- Plan and deliver targeted wellbeing and attendance interventions, including group workshops.
- Support students' reintegration into school and lessons by developing personalised pathways in collaboration with the Wellbeing Hub Manager, Head of Year, and Head of Key Stage.
- Support students in making positive choices and engaging in appropriate behaviours, including helping implement behaviour interventions in line with the school's policy.
- Ensure the effective use of the LPGS Wellbeing Tiers of Support and pastoral interventions to enhance student wellbeing and remove barriers to learning.

The Wellbeing Hub Environment

- Ensure the Wellbeing Hub remains a calm and purposeful learning space, supporting students with their learning and emotional needs.
- Liaise with teaching and pastoral staff to coordinate and provide appropriate learning materials and ensure regular updates on student progress and barriers to learning are shared.
- Create a safe environment for students at break and lunchtime, providing quiet games or drop in for student support and guidance.

Safeguarding and Record Keeping

- Respond appropriately to disclosures or concerns about student mental health and wellbeing, in line with the school's safeguarding procedures.

- Maintain accurate, confidential, and up-to-date records of safeguarding, wellbeing, and attendance interventions, sharing information with appropriate staff and agencies as needed.
- Where appropriate, attend relevant internal and external meetings to support students, staff and parents/carers to identify needs, coordinate support and monitor the impact of wellbeing and safeguarding interventions.
- Ensure effective coordination of the Wellbeing Hub register and assist the Attendance Officer in locating missing students.
- Monitor and evaluate interventions and support, tracking impact using the school's systems and processes.

Family and External Agency Engagement

- Communicate effectively with parents/carers to keep them informed of their child's wellbeing and progress.
- Support and encourage opportunities for parent/carer engagement in school and community events such as Bromley Y Coffee Mornings.
- Provide advice, signposting, and referrals to support families in accessing local services and the local offer.
- Liaise with external agencies, such as Bromley Y and Bromley Children's Project, to refer students for support and help develop and maintain collaborative relationships that promote student and family wellbeing.

General Duties

- To undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job.
- To undertake training appropriate to the needs of the role.
- To undertake health and safety duties commensurate with the post and/or as detailed in the school Health and Safety Policy.
- To work in accordance with the school's equality policy.
- To participate in the school's associate staff professional growth process

The above duties are neither exclusive nor exhaustive and the post holder may be required to carry out such other appropriate duties as may be required by the Headteacher within the grading level of the post and competence of the post holder.

Person Specification

Qualifications & Training	
Level 2+ qualification in English and Maths	Essential
5 GCSEs or equivalent at Grade C/4 or above	Desirable
2+ A levels or equivalent	Desirable
Evidence of further relevant and substantial professional development	Essential
First aid qualification (or willingness to complete and support with first aid)	Desirable
Professional experience	
Experience of working with young people, ideally in a school or youth setting	Desirable
Skills and knowledge	
Have a very good ability to build trusting, supportive and professional relationships with young people.	Essential
Have the ability to engage and motivate young people, demonstrating patience, empathy and consistency.	Essential
Have strong communication skills, with the ability to convey information clearly, sensitively and accurately both written and spoken.	Essential
Have the ability to adapt communication style to meet individual needs and respond to challenging situations with calmness and sensitivity.	Essential
Understanding of issues affecting young people's wellbeing, including mental health, friendships, self-esteem, and online pressures.	Essential
Have the ability to actively listen, show empathy and respond appropriately to a wide range of emotional needs.	Essential
Have the capacity to use positive, non-confrontational strategies to support behaviour regulation and de-escalation.	Essential
Have knowledge of approaches that build resilience, self-regulation and wellbeing.	Essential
Have an understanding of safeguarding principles and the ability to follow school policies and procedures to keep children safe.	Essential
Be able to reflect on practice, seek feedback and use professional development opportunities to improve effectiveness.	Essential
Have strong organisational and time-management skills.	Essential
Have the capacity to work independently using initiative, as well as collaboratively.	Essential
Be competent in the use of Microsoft Office applications (Word, Excel, Outlook)	Essential
Be passionate about young people and their education	Essential
Have a commitment to raising standards and achievement	Essential
Show evidence of being able to build and sustain effective working relationships with a range of people	Essential
Have an excellent punctuality and attendance record	Essential
Special requirements of the role	
Demonstrate a commitment to equality and social justice	Essential
Demonstrate a commitment to promoting the school's ethos, values and aims	Essential
Knowledge of equal opportunities and approaches to inclusion	Essential
Show a commitment to safeguarding and promoting the welfare of children and young people	Essential
Demonstrate an ability to maintain confidentiality	Essential

Explanatory Notes

Application Procedure

1. Read carefully all the information about this post.
2. If you would like to arrange an informal chat about the position, please contact Helen Partridge hpa@lpgs.bromley.sch.uk
3. Apply online via the link on the Current Vacancies page on our school website using the My New Term portal.
4. In the supporting statement section please tell us:
 - a. Why you are applying for this post.
 - b. How your experience, skills, training and/or qualifications equip you for this position and specifically how you meet the person specification and requirements of the job description.

Early applications are encouraged and we reserve the right to close the vacancy early if a suitable candidate is found.

Appointment Process

1. Suitable applicants will be shortlisted for an interview.
2. If you are successful, you will receive either a text message, email or phone call inviting you to attend an interview. It is therefore important that you give us a daytime telephone number and email address.
3. Candidates called to an interview will:
 - a. Complete a task relevant to the role
 - b. Be given a tour of the school
 - c. Have an opportunity to meet members of the team
 - d. Have a formal interview with the Line Leader and a member of the Senior Leadership Team.

Pre-employment Checks

The successful applicant will be required to:

1. Provide details of two referees who know you in a professional capacity, one of whom must be your current or most recent employer, Headteacher, or mentor at your placement if you are still training. It is our usual policy to take up references before interview where possible. Employment is conditional on these references being deemed satisfactory.
2. Provide proof of all relevant qualifications (GCSEs and A levels or equivalent), degree and teaching qualifications.
3. Provide proof of eligibility to work in the UK.
4. Undertake an Enhanced Disclosure and Barring Service check, and receive clearance. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered 'spent'.

5. Complete a Health Declaration form and New Starter Health Assessment Questionnaire with our occupational health provider, Health Assured.

Conditions of Service

Employment is subject to a number of pre-employment checking procedures – these are given above.

The job description may not be necessarily be a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the post holder.

Salary

The salary will be in accordance with the National Joint Council for Local Government Services (NJC).

Pension Scheme

Support staff, whether full or part time, will automatically be enrolled into the Local Government Pension Scheme unless they elect to opt out.

Policy on Equal Opportunities

The Trust is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position.

The Trust is opposed to any form of discrimination against any individual or group and welcomes the fact that our School includes a diversity of individuals from many races and cultures. Behaviour which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion will not be tolerated.

The school is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



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