

## **Job and Person Specification**

Post Title:-Wellbeing Worker

Responsible to: Lead for Wellbeing / Leadership Team

Salary Grade: Grade 6 – Level £27,514 to £30,015 (Prorata)

Hours: 8.30am – 4pm, Monday to Friday, 4.30pm on Wednesday for staff meeting, Term Time Only

Location: Applefields School

## **Job Purpose**

The successful candidate will play a key role in supporting pupils with complex social, emotional and mental health needs, working within the school wellbeing team under the direction of the School Lead for Wellbeing. The role involves both pupil-facing support and staff collaboration, with a focus on trauma-informed practices and positive mental health outcomes.

## **Key Responsibilities**

- Deliver targeted wellbeing interventions as part of the school's **iThrive graduated approach**, supporting children with identified SEMH (Social, Emotional and Mental Health) needs.
- Collaborate with class teachers and senior leaders to plan, implement and evaluate personalised support strategies.
- Provide expert guidance and training to staff on effective wellbeing and trauma-informed strategies.
- Contribute to the school's journey in becoming a recognised **Trauma-Informed School**.
- Attend and actively contribute to multi-disciplinary meetings (EHCP, Early Help, CIN, Child Protection), providing progress updates, intervention outcomes, and future action plans.

- Develop and maintain strong working relationships with external agencies, including health and social care providers.
- Conduct **Early Help Assessments** and provide ongoing support to families, acting as a point of contact where appropriate.
- Assist families in accessing appropriate services and support, and collaborate with external partners to implement tailored in-house assessments.
- Confidently deliver wellbeing support in **off-site settings** where needed, and contribute to risk assessments and planning for such activities. (This may include lone visits to pupil's homes.)
- Work within the **NAPPI (Non-Abusive Psychological and Physical Intervention)** framework and uphold its principles in all pupil interactions.
- Demonstrate emotional resilience and competence in managing challenging behaviours and responding to risky situations.
- Understand and respond creatively to the causes and impact of **Emotionally Based School Non-Attendance (EBSNA)**, supporting highly anxious students to re-engage with education.

## Person Specification

Criteria	Essential	Desirable
<b>Qualifications</b>	Level 3 Teaching Assistant qualification or equivalent	Trauma-informed training / NAPPI training/ ELSA training
<b>Experience</b>	Significant experience supporting children with SEMH needs in a school or similar setting	Previous involvement in Early Help, EHCP processes, and multi-agency work

<b>Knowledge</b>	Strong understanding of trauma-informed practices, EBSNA, and SEMH strategies	Familiarity with the iThrive model and NAPPI principles
<b>Skills</b>	Ability to build positive relationships with pupils, families, and staff; confident in delivering interventions and recording outcomes	Experience delivering training or workshops to staff
<b>Communication</b>	Strong written and verbal communication skills, particularly in reporting to professionals and families	Experience writing risk assessments and behaviour support plans
<b>Resilience</b>	High level of emotional resilience and ability to remain calm under pressure	Experience working in off-site or alternative provision settings
<b>Commitment</b>	A proactive and reflective practitioner with a genuine commitment to pupil wellbeing and inclusive education	Evidence of continuous professional development in mental health and wellbeing

### Other Requirements

- A commitment to safeguarding and promoting the welfare of children and young people.
- Willingness to undergo further training as required.
- Flexible and adaptable approach to working in a dynamic school environment.