

## Well-being Coach, Job Description and Person Specification

<b>Job Title:</b>	Well-being Coach
<b>Salary Range:</b>	Bexley Range 7
<b>Hours/ Weeks:</b>	36 hours/ 39 weeks
<b>Responsible to:</b>	Pastoral Manager
<b>Responsible for:</b>	Pupil well-being



### Core Purpose

The Well-being Coach is responsible for the pastoral welfare of pupils of all abilities who are vulnerable to under achievement due to: poor attendance; lack of self-confidence, self-esteem or motivation; behavioural or emotional difficulties; difficulty settling into school. The Well-being coach provides a complementary service to schools by helping children achieve their full potential by overcoming barriers to learning inside and outside the school.

### General

- Carry out pupil supervision duties before or after the day and at break and lunchtimes.
- Participate in relevant Trust Improvement Team meetings.
- To participate in a programme of self / professional development to ensure skills, knowledge and understanding are added to and kept up to date.
- Undertake other such duties as may from time to time be reasonably required by the Extended Services Hub.
- To carry out any other general office duties consistent with the grade of the post that may be required from time to time.

### Inclusion

- With teaching and associate staff, participate in the comprehensive assessment of children selected by the appropriate senior leaders to identify those who need extra help to overcome the barriers to learning inside and outside school.

- Work with senior leaders to develop and implement strategies and practices that ensure an effective link between the well-being of pupils and their academic progress. This may include liaising with Learning Mentors across the Trust to ensure that specialist provision is also offered e.g., Play Therapy, Social Skills groups and nurture provision etc.,
- Identify those children who would benefit most from a Development Coach and, working with others, take the lead to draw up an action plan for each child who needs particular support based on a comprehensive assessment of their needs and opportunities.
- Develop and implement strategies for children with the most challenging behavioural difficulties.

### **Pupil Coaching and Mentoring**

- Develop a 1:1 mentoring relationship and individual programme for children identified as needing particular support to achieve the goals defined in the action plan and to help them learn more effectively
- Develop programmes for small groups of children that take place in the school day, at play times, lunch times and after school to help children learn more effectively.
- Keep detailed records to monitor and chart the progress of pupils with whom you are working. This includes group working or working with individuals to encompass positive behaviour management where applicable.
- Monitor, evaluate, review and report on the effectiveness of plans and activities undertaken with individuals and small groups of children
- Gather data and provide statistical and narrative progress reports as required.
- Maintain regular contact with families/carers of children in need of extra support, to keep them informed of the child's needs and progress, and to secure positive family support and involvement
- Promote the speedy and effective transfer of pupil information from pre-school settings, primary schools, secondary schools and also within school, and to ensure that arrangements for those moving schools or other settings is managed effectively.
- Develop and implement appropriate "exit" and "entry" strategies for pupils and their families to support their move to another school, or their move into the school
- Facilitate the sharing of relevant information between local agencies and schools and be the single point of contact for accessing a range of community and specialist support services (e.g., Social Services, EWS, Youth Service, Probation and Carers Service). This includes referring and mobilising support for pupils, working with agencies and the lead professional to ensure pupils' needs are met.
- Take an active role in co-ordinating and supporting the work of partners and other agencies, so that the mentor's work meets the need of the child in a focused and integrated way e.g., CAFs, PSPs, Nurture Groups, CP Conferences, etc.
- Prepare detailed reports for CP conferences and attend these representing the school.
- Operate within the agreed legal and ethical boundaries when working with children and young people and to support the well-being of the young people within our school.
- Influencing parents, e.g. parenting classes leading to a change in behaviour, formulating learning programs for parents.
- Ensure that they meet with the Head Teacher and Inclusion Leader at the end of each half term to review the suitability of provision and the impact of such provision.



## Person Specification

Key Criteria	Essential	Desirable
<b>Professional Qualifications</b>		
Level 2 qualification in Maths and English or Equivalent	✓	
Degree related to the role such as child psychology		✓
Level 3 qualification related to the role such as Learning Mentor	✓	✓
Level 2 in Support Work in Schools		✓
Safeguarding Training Level 2 - 3	✓	
<b>Experience and Abilities</b>		
Experience of working with children and young people and families	✓	
Experience of working with children within an educational setting	✓	
Experience of forming relationships with internal and external partners/agencies	✓	
Experience of mentoring/counselling/play therapy	✓	
Experience of Nurture work		✓
Ability to prioritise work and deliver to deadlines	✓	
Ability to work with children in a variety of settings, one to one or group work	✓	
Ability to demonstrate a good level of oral and written communication skills, with strong attention to detail	✓	
<b>Knowledge and Skills</b>		
Excellent communication negotiating and counselling skills	✓	
Knowledge of Equality and Diversity and an understanding of issues faced by vulnerable families.	✓	
Knowledge of the basic routines and structures of a school	✓	
Considerable personal enthusiasm with a high level of integrity and professionalism.	✓	