

Job Description

Job Title	Student Wellbeing Manager
Department	Forest High School - Cinderford
Reporting to:	Assistant Head
Main Purpose	
To lead and manage the school's support for students' social, emotional and mental health needs.	
Key Tasks/Responsibilities	
<ul style="list-style-type: none"> • To identify students with social, emotional and mental health needs. • To improve the attendance, wellbeing and progress of these students. • To plan, monitor and evaluate successful interventions that achieve this . 	
Role Dimensions	
<p>Qualities and knowledge</p> <ul style="list-style-type: none"> • Have extensive knowledge and understanding of social, emotional and mental health problems experienced by young people and successful means by which to support them with these so that they can be successful at school. • Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent provision for all students. • Build positive relationships with all members of the school and wider community, showing positive attitudes to them. • Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally. • Seek training and continuing professional development to meet own needs and in accordance with school priorities. <p>Pupils and staff</p> <ul style="list-style-type: none"> • Manage a specialist team committed to helping all students achieve the highest standards. • Create an ethos of students being unequivocally supported to overcome barriers to learning. • Work with colleagues in school and externally to ensure every effort is made for every student. <p>Systems and processes</p> <ul style="list-style-type: none"> • Provide a safe, calm and well-ordered environment for all students. • Work with the DSL and DDSL as part of the school's safeguarding team. • Take on a caseload of persistent absentees in order to improve their attendance. <p>The Student Wellbeing Manager will be required to safeguard and promote the welfare of children and young people, follow school policies and the staff code of conduct.</p> <p>Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Student Wellbeing Manager will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by their line manager and/or the Headteacher.</p>	

Key Interfaces

- FHS students and colleagues.
- Parents, carers and families.
- External agencies and staff.
- SGSAT colleagues.

Supporting Trust Goals and Values – all roles

In addition to the particular requirements and characteristics of individual roles, all people employed by SGS Academy Trust are expected to actively support the achievement of the Trust's goals and, at all times, both internally and externally, to behave in a manner consistent with the Trust's mission and values.

This means:

- Performing your role and delivering your service in a way that helps the Trust achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments.
- Promoting the image of the Trust as one that is committed to the highest standards of delivery and service.
- Sharing the Trust's commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day to day work.
- Sharing and prioritising the effective implementation of the Trust's Equality and Diversity Policy.
- Promoting and implementing best practice in Health and Safety.

Measurable Performance Standards

These will be defined with the postholder upon appointment and reviewed annually as part of appraisal.

Level of Disclosure and Barring (DBS) Disclosure

Enhanced with barred list checks.

Author and Date

Alan Dane – March 2022

Job Evaluation (for HR Completion)

Score		Profile		Level	
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As the needs of the Trust change, so the above job profile, duties and location of the role within the Trust may be adjusted accordingly.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

Person Specification

Criteria	Essential	Desirable	Assessed by
Qualifications and Achievements			
Educated to at least GCSE level.	✓		Application form.
Accredited professional training or qualifications.	✓		Application form.
Experience and Knowledge			
Experience of working therapeutically in educational setting/s.	✓		Application form.
Experience of leading at a senior level.		✓	Application form.
Experience of improving outcomes for disadvantaged students.	✓		Application form/interview.
Knowledge of approaches and services for supporting young people's social, emotional and mental health needs.	✓		Interview.
Skills and Abilities			
Excellent quality of spoken and written communication.	✓		Application form/interview.
Builder and maintainer of positive, professional relationships with all.	✓		Application form/interview.
Tenacity and resilience under pressure and against the odds.	✓		Interview.
Essential Trust Attributes			
Initiative: Demonstrating the willingness and ability to use initiative – whether that means deciding on necessary action and following it through - or suggesting ways to work in a better way.	✓		Application form/interview.

Criteria	Essential	Desirable	Assessed by
Influencing skills: The ability to persuade others.	✓		Application form/interview.
Interpersonal skills: The ability to communicate and interact with other people in a way that promotes cooperative relationships.	✓		Application form/interview.
Teamwork: The willingness and ability to collaborate and work closely with colleagues in a mutually supportive manner.	✓		Application form/interview