

Recruitment pack

Wellbeing Lead

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Welcome from the Academy Principal

At Westbury Academy we strive to deliver a high-quality curriculum which is based upon the needs of our pupils, focusing on maximising each child's academic potential whilst developing their social and emotional skills. No child is left behind!

The curriculum aims and ambitions are:

- **Powerful knowledge** - our values-based curriculum focuses on what our pupils are entitled to learn in context of the community we serve and is considerate of the pupil's previous experiences and needs.
- **The Whole Journey** - the preparation and progression phases are designed to build on a relationship model in years three to eight, and a bespoke curriculum experience in years nine to eleven.
- **Celebrate the individual** - weekly assemblies celebrate curricular experiences and the diversity of skills, knowledge, and cultural wealth within our community.

I am proud to lead a team of professionals that make a difference every day to young people, whether supporting their academic progress or social and emotional development. The academy offers our pupils a wide variety of bespoke curriculum pathways and qualifications, including GCSEs, BTEC, Functional Skills, Duke of Edinburgh, AIM Awards and entry-level accreditation.

We work in collaboration with other agencies including the Child Adolescent Mental Health (CAMHs), Social Care and Community Police. In addition, we engage in therapeutic and SEN support services including a behaviour therapist, and the Educational Psychologist Service.

The academy's Wellbeing for our pupils, both within the school and the wider community. The team ensures that we meet the social and emotional needs of our young people and also support families wherever possible. Offering support beyond the 'school gates' is vital to the success of the academy and our pupils, therefore having positive relationships with families, and ensuring their voices heard is essential.

Westbury School was inspected by Ofsted and graded as Good in November 2022.

The full report can be viewed on the academy's website.

Mr Lee Morgan NPQH
Academy Principal

POST	WELLBEING LEAD
Reports to	Assistant Principal (Pastoral Care)
Salary range	GLPC – F Points 20 to 24 (plus £3,000 per annum honorarium for Team Teach Trainer qualification. Term time plus two weeks. Actual salary - £28,368 - £30,835 inc. Honorarium pro rata
Contract type	Permanent (term time plus two weeks)

The role in a nutshell

The Wellbeing Lead will play a pivotal role in changing the lives of the academy's pupils and their families, which goes beyond solely academia. This person will support the strategic development of the wellbeing strategy, as well as provide day to day support to our pupils and families through the delivery of therapeutic interventions and positive relationships.

General duties and responsibilities

General responsibilities	<ul style="list-style-type: none"> To support the academy in creating a positive environment where children can flourish. To support the Assistant Principal (Pastoral Care) to further develop trauma-informed practice across the academy. To support pupil wellbeing and emotional regulation to help pupils engage in their learning. To take responsibility for the planning, coordination, and delivery of specified packages of work/interventions, including lesson planning, assessment or reporting across the phases. To ensure safeguarding is always prioritised across the academy. To carry out specified duties with individuals, groups, or classes under the direction of a qualified teacher in accordance with The Education (Specified Work & Registration) (England) Regulations 2003.

Key duties	<ul style="list-style-type: none"> • To co-ordinate and deliver proactive and reactive interventions in the wellbeing hub (one-to-one or small groups) to support emotional regulation • To support the SENDCo in planning, monitoring, and reviewing the impact of interventions for both on-site and off-site learners • To maintain oversight of the communication of wellbeing strategies to support classroom practice in support of education, health, and care plan outcomes. • To support pupils with their learning, whether in class, in small groups or one-to-one • To be a qualified Team Teach tutor, providing Team Teach practice support to staff and whole school/trust when required. • To support the Assistant Principal (Pastoral Care) in quality assuring the academy's practice with regards to pupil regulation/support. • To support pupils through post-incident learning, restorative practice, and conflict resolution. • To plan and deliver interventions to help meet the needs of all the pupils. • To support the academy's transition arrangements. • To support the Assistant Principal (Pastoral Care) with the day-to-day running of the Wellbeing Hub. • To provide support in class/when required or in the absence of the teacher. • To work with children as part of a team under the overall direction of the Principal. • To be a member of the safeguarding team. • To deliver proactive and reactive interventions (one to one or small groups) to support emotional regulation.
Support for the pupil	<ul style="list-style-type: none"> • To coordinate and offer one-to-one group intervention bespoke for the needs of the pupils. • To provide a safe space in which pupils can be heard and listened to. • To recognise behaviour as communication and enquire into the causes. • To have high expectations of pupils and provide high levels of support. • To always prioritise pupil safety and report any safeguarding concerns appropriately. • To provide support to pupils with sensory and/or physical needs to enable them to maximise learning. • Provide support to pupils where English is not their first language. • Support pupils in a specialist area e.g., Literacy, Numeracy, and ICT.

Support for the Teacher	<ul style="list-style-type: none"> • To ensure teachers and adults working with our pupils receive up to date pupil information, including pupil regulation strategies. • To provide proactive/reactive support for staff when dealing with challenging behaviour. • To deliver Team Teach training to staff. • To support staff with embedding trauma informed practice. • To support staff with embedding restorative practice and conflict resolution. • To be a DSL, offering safeguarding support and advice to staff and attend safeguarding meetings.
Support for the curriculum	<ul style="list-style-type: none"> • Support the school curriculum including literacy and numeracy activities by using strategies and techniques for promoting learning. • Provide support for learning activities within the teaching and learning programme, monitoring the effectiveness of activities in promoting pupils' learning and modifying these where necessary. • Support pupils to use ICT materials and resources effectively to advance their learning. • Contribute to accurate assessment of children's progress and attainment
Support for the School	<ul style="list-style-type: none"> • Develop and maintain effective working relationships with other practitioners, drawing on their strengths and expertise in order to best support teaching and learning. • Support children and young people through transitions that occur in their lives, enabling them to manage them in a positive manner. • Maintain effective working relationships with colleagues and parents through effective communication and providing support for pupils, colleagues and parents as required. • Willingness to keep up to date with professional practice by maintaining an up-to-date understanding of the requirements of the role and individual responsibilities.

The expectations in this job description are relevant to the core duties and responsibilities of a Wellbeing Lead at this level.

All staff are expected to maintain high standards of customer care in the context of the Trust's Core Values, to uphold the Equality and Diversity Policy and health and safety standards and to participate in training activities necessary to their post.

This is not a complete statement of all duties and responsibilities of this post. The post holder may be required to carry out any other duties as directed by a supervising officer. The responsibility level of any other duties should not exceed those outlined above.

Why the school needs this role

Following the successful launch of the wellbeing strategy during the last academic year, this fantastic opportunity has become available as the school continues to develop its tailored interventions to support the delivery of the curriculum and pastoral care at Westbury Academy, ensuring “no child being left behind.”

You will help children learn and develop the skills and character required to foster our values: confidence, curiosity, creativity, challenge, and character. We believe that with these values, they will progress with the spirit and skills necessary to embrace life’s challenges and contribute positively to society.

The opportunity

Do you want to go to work every day knowing that you’re valued and making a difference? If so, then working with us as our Wellbeing Lead may be for you.

While each day can be incredibly diverse, the primary role of the Wellbeing Lead is to make sure that children are making the most of their time at school, both academically and personally.

The results of your work will be evident in the achievements and progress of the children you work with. Watching children develop their abilities is something truly special and makes the job extremely worthwhile and valuable.

The Academy

Westbury Academy is a special school in the Raleigh Education Trust providing education for pupils who experience social, emotional, and mental health difficulties. Pupils at Westbury Academy are admitted to the school either following completion of an Education Health Care Plan (EHCP) primarily for behaviour reasons or with agreement that placement at the Academy is appropriate for their current needs.

The Academy is designated as a mixed special school but currently only has boys on roll. Pupils are aged between seven and sixteen. The size and capacity of Westbury Academy has increased to 120 places following the recent expansion of the site. The Academy has seen numbers grow quickly in recent years, reflecting the confidence the local authority has in the Academy when placing children with special educational needs. The Academy is in the highest twenty per cent on the deprivation quintile.

Westbury Academy was inspected by Ofsted and graded as Good in November 2022. Leaders and staff have high expectations for pupils’ achievement and behaviour. They share the vision that ‘No child is left behind’. Staff ensure that pupils follow the school rules. They deal with any instances of poor behaviour swiftly and fairly. Pupils say that bullying rarely occurs. When it does, staff are quick to resolve it. Pupils have a positive attitude to school. They have pride in their work. They attend Westbury more frequently than at their previous school. Rates of fixed-term exclusion are falling. Staff

appropriately challenge any incidents of poor language and low-level disruption. Overall, lessons run smoothly. The curriculum for pupils' personal development is a strength.

Overall attainment on entry is well below average. This is unsurprising given disruption to prior learning in previous settings and therefore the curriculum aims to help pupils recover any lost learning and is considerate of the pupils' developmental age. The Academy offers a rich curriculum which builds on the knowledge, understanding and skills of all our pupils, whatever their starting points, as they progress through each phase.

We aspire for our values-based curriculum to instil our Trust-wide values, building confidence, providing challenge, and promoting curiosity, character, and creativity.

The Academy offers opportunities that extend beyond academic learning, including learning to help the pupils to become responsible, respectful, and active citizens. It promotes equal opportunities and inclusion and supports pupils' mental and physical health, and aims to support spiritual, moral, and cultural development. The Academy supports the pupils' understanding of fundamental British values. Personal, social and health education (including relationships and sex education) and character education are extremely important for the pupils at Westbury. Older pupils could have the opportunity to engage in the Duke of Edinburgh scheme.

A wide range of enrichment and extra-curricular sports activities are offered to pupils as part of the timetabled day.



The candidate

The ideal candidate could have the following qualifications:

- Level 3 Certificate and Diploma in Supporting Teaching and Learning
- Level 3 NVQ Supporting Teaching and Learning (STL)
- Level 3 NVQ Childcare Learning and Development (CCLD)
- Level 3 CACHE Diploma in Childcare and Education
- Open University Certificate in Early Years Practice
- Relevant Foundation Degree (relating to childcare and education)

We welcome applications from everyone who believes they meet the expectations of the role, regardless of age, gender, ethnicity, sexual orientation, faith, or disability. To ensure that our staff composition is representative of the communities we serve, applications from groups who are currently under-represented in education including people with disabilities and people from minority ethnic backgrounds are particularly encouraged.

About your benefits

The position attracts an excellent remuneration package including a competitive salary, pension, and health-assured programme of support. Participation in annual training and development is expected and training bursaries are available on request.

About the application process

If you meet the criteria and you are enthusiastic about the role, we would welcome your application. To complete the application, you would need the following document(s):

1. A maximum of 2 A4 sides, outlining how you feel you meet the role and why you believe you can make a difference to children and young people educated.
2. Completed application form and associated documents through the portal which can be found at <https://www.raleightrust.org/work-with-us/current-vacancies/>

If you would like an informal discussion with the Principal, please contact Lee Morgan on: l.morgan@westbury.raleightrust.org.

Only candidates requested for interview will be contacted. If you are not invited, we thank you for your interest in this exciting post with the Trust.

Raleigh Education Trust is obliged by law to operate a checking procedure, through the Disclosure and Barring Service, for employees who have substantial access to children and young people.

It is an offence to apply for a position within a school or trust if you are barred from engaging in regulated activity relevant to children.

Person specification

Knowledge	<ul style="list-style-type: none"> • Hold a recognised qualification or above as listed on page 9. • To be a member of the safeguarding team (or previous experience). • Knowledge of the National Curriculum and how this is applied to planning, preparation, and delivery of learning activities. • Knowledge and understanding of pupil assessment, progress, evaluation and reporting of attainment. • Knowledge of stages of child development and individual needs. • Knowledge of appropriate behaviour management practices. • Knowledge of Health and Safety and safeguarding policies, procedures, and protocol. • Knowledge of social, emotional, and mental health settings and characteristics.
Skills and abilities - Interpersonal	<ul style="list-style-type: none"> • Well-developed communication skills, both orally and in writing. • Ability to contribute to the management of pupil behaviour. • Ability to establish positive relationships with pupils, families, colleagues, and agencies. • Understanding and awareness of individual needs and ability to adjust communication methods accordingly. • Ability to plan, prepare and deliver a lesson under the direction of a teacher. • Ability to implement programmes planned with colleagues and/or other professionals/agencies. • Ability to assist with transition between both phases both inside and outside of school. • Ability to organise classroom resources and maintain records.
Skills and abilities - Other	<ul style="list-style-type: none"> • Well-developed communication skills, both orally and in writing. • Ability to contribute to the management of pupil behaviour. • Ability to establish positive relationships with pupils, families, colleagues, and agencies. Understanding and awareness of individual needs and ability to adjust communication methods accordingly.
Relevant Experience	<ul style="list-style-type: none"> • Experience of working within an education setting or equivalent. • Direct experience of raising pupil attainment through personal intervention. • Experience of planning and delivering learning activities for group and individual needs. • Evidence of work with children and young people, including children with disabilities/special needs and from a range of backgrounds. • Relevant experience of building positive relationships with all stakeholders. • Ability to innovatively use resources and materials including ICT software and equipment. • Understanding the role of parents/carers and the wider community in education.

Work to promote mutual respect and good relations	<ul style="list-style-type: none"> • Commitment to inclusive education • Awareness, understanding and commitment to the pursuit of equality of opportunity and a commitment to inclusive education.
Work related circumstances	<ul style="list-style-type: none"> • Be willing to undertake training and development, as necessary, in order to enhance service delivery, including the Team Teach Trainer qualification.

Address and contact details



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Westbury Academy is a
sponsored Academy within the Raleigh
Education Trust.

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