

JOB DESCRIPTION

POST:	Pastoral and Wellbeing Practitioner
GRADE:	3A Scale Point 20 – 24
RESPONSIBLE TO:	The Headteacher
HOURS:	36 hours per week (Term time only)

SCOPE OF ROLE

To provide targeted pastoral and early mental health support for pupils in a primary school setting, helping children to develop emotional regulation, resilience, and positive relationships. The post holder will work strategically across year groups while delivering direct support to identified pupils and families. The role is central to strengthening home–school partnerships, supporting pupils and families with identified barriers to learning.

MAIN DUTIES AND RESPONSIBILITIES

The duties and responsibilities listed below are indicative of the tasks the Pastoral and Wellbeing Practitioner will perform and are not intended to be an exhaustive list. The post holder will be expected to take on additional responsibilities appropriate to the role as they arise and attend Inservice Training Days as appropriate.

Pupil Pastoral and Emotional Wellbeing Support

- Plan and deliver 1:1, group and, if appropriate, whole class interventions that may focus on:
 - Emotional literacy
 - Managing worries and anxiety
 - Building and maintaining healthy friendships
 - Developing self confidence and self-esteem
 - Emotional regulation
- Complete necessary assessments and monitor progress of interventions completed and provide feedback on progress and impact to Senior Leaders, Teachers, parents, children and professionals as appropriate.
- Support and implement strategies for pupil development in confidence, emotional regulation and positive classroom behaviour.
- Provide supportive check-ins for children who need additional reassurance and support.
- Support pupils experiencing attachment difficulties, trauma, or adverse childhood experiences (ACEs).
- Support identified children during unstructured / social times (breaks / lunchtimes).
- Support children by delivering an extra-curricular session linked to wellbeing and SEMH.
- Help pupils develop positive behaviour for learning in line with the school behaviour policy.
- Provide pupils with wellbeing support during key phases in school such as assessment periods, including Key Stage 2 SATs etc.

- Provide support during key transition points (Year to Year, Key Stage to Key Stage and Year 6 to Secondary School).
- Work closely with the whole staff team to create a calm, positive learning environment.

Administrative and Reporting

- Maintain pastoral intervention timetable across the year groups.
- Track measurable outcomes (attendance, behaviour incidents etc).
- Provide summary reports, verbal and written, to update necessary team members.
- To maintain accurate and timely records.

Family and Parent Engagement

- Build warm, trusting and professional relationships with parents and carers.
- Support communication between home and school in a positive and solution-focused way.
- Act as the school's key pastoral contact for identified families - be available to listen and offer guidance around children's emotional wellbeing.
- Initiate and facilitate parent meetings to address attendance, behaviour, emotional wellbeing and routines – alongside the SLT and class teachers as appropriate.
- Signpost and make referrals for families to appropriate external agencies including Early Help, family support services, CAMHS, health services including SALT, the School Nursing Team etc.
- To be a key contact for parents and pupils with Emotional Based School Avoidance, or other such issues, with a focus upon support and reintegration.
- Plan and deliver information sessions and workshops for parents (e.g. managing anxiety, routines, transition support etc), both on an individual and wider group basis.

Safeguarding and Early Intervention

- Promote the school's culture where pupils feel safe, listened to and able to seek help.
- Work closely with the Designated Safeguarding Team and SENDCo to identify and monitor vulnerable pupils and supports children's wellbeing.
- Promote a safe, nurturing environment, in line with the Broadoak ethos and with safeguarding legislation.
- To build positive relationships with pupils across the school to identify early signs of neglect, emotional distress, or emerging mental health needs.
- Contribute to external agencies meetings, information gathering etc including Early Help processes or Team Around the Family/ multiagency meetings.
- Be aware of the signs and symptoms of abuse by attending relevant courses.
- Actively work with staff and parents to embed a nurturing, trauma-informed ethos.
- Actively work with staff and parents to promote a nurturing and inclusive ethos.
- Record concerns promptly, accurately, in line with policy, using the school's recording systems (in accordance with policy).

Attendance and Engagement

- Encourage children's engagement with learning and school life.
- Support the school's positive approach to attendance.
- Monitor attendance of identified / key pupils and families – Work with families to address barriers to attendance and punctuality and support pupils at risk of persistent absence and liaise with parents/carers.
- Conduct supportive attendance meetings, alongside Senior Leaders where required.
- Manage attendance meetings and processes in line with school policy.
- Plan, implement and support reintegration plans for pupils returning after an extended

absence.

Whole School Wellbeing and Contribution

- Contribute to whole-school wellbeing initiatives.
- Contribute to the School Development priorities with a focus on wellbeing and positive mental health.
- Work collaboratively with all staff to provide support across pastoral areas
- Support, and lead where appropriate, whole-school wellbeing initiatives (e.g. anti-bullying week, wellbeing assemblies etc).
- Promote an inclusive ethos that includes a focus upon a nurturing, trauma informed culture.
- Provide advice and strategies to staff for supporting children with SEMH needs.
- Engage in training and professional development linked to mental health and pastoral care.
- Attend relevant CPD to continue professional development and meet the possible changing needs of the school.
- Contribute to whole-school wellbeing plan.
- Support staff with strategies for managing SEMH needs.
- Contribute to CPD sessions on pastoral and wellbeing where appropriate.

Compliance with School Policies and Practice

- Comply with and support all policies and procedures related to equal opportunities and safeguarding children and young people.
- Follow the school's safeguarding procedures at all times.
- To comply with the School's Health and Safety Policy and associated safe working procedures and guidelines.
- To comply with the School's Comprehensive Equality Policy and to ensure that it is implemented within the service area of the post.
- To comply with the School's Data Protection Policy and Code of Practice within the service area of the post.

This post is subject to Disclosure.

The details contained within this job description reflect the content of the job at the date it was prepared. However, it is inevitable that, over time, the nature of the job may change. Existing duties may no longer be required, and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the School will expect to revise this job description from time to time and will consult the postholder/s at the appropriate time.