



The Downs School

Job Description; Well-Being Coordinator

The Downs School strives to employ outstanding, educational practitioners as ultimately, they largely determine the success of the children and the school. It is anticipated that they will be dedicated, passionate, innovative team members who will understand and empathise with the needs of our young children. They will be excellent role models who will promote good manners and kindness.

The Well-Being Co-ordinator (WBC) is a vital office in the school. The general well-being of the children, and more widely the whole school community, is essential to the success of our setting. The Downs’ ethos is very caring and the staff take great interest in the health, welfare and safety of each child. We want the children to feel as supported as possible in order that they are as happy as possible. In this way they are most likely to flourish and achieve their best.

Whilst it is impossible to list the exact role of the WBC at the Downs School, the following points provide a reasonable outline.

Summary of the role:	Providing leadership in the practice of pastoral care at The Downs
Responsible to	The Assistant Headteacher
Line management responsibility for:	The WBC will guide colleagues rather than line manage them
Safeguarding Children	<ul style="list-style-type: none"> Members of staff will unreservedly promote and safeguard the welfare of children and young persons for whom they are responsible and with whom they come into contact.

	<ul style="list-style-type: none"> • Manage disclosures and safeguarding issues ethically to ensure children's wellbeing and safety, and to work within the parameters of the school's safeguarding policies and procedures. • Members of staff will employ the 'Whistle Blowing Policy' as described in the Staff Handbook at any time they consider a child to be vulnerable
General Duties	<ul style="list-style-type: none"> • Offer individual counselling support for students and group workshops or assemblies, where appropriate. • Run lunchtime / after-school drop-in sessions to which students can self-refer and gain advice about mental health issues. • Where referrals are needed, to liaise with external agencies to facilitate children's access to specialist mental health resources. • Where appropriate and within the boundaries of confidentiality and consent, to liaise with parents. • Where appropriate, assist in the development of the PSHE curriculum within the school and to assist in wellbeing/health awareness days within the school. • Training and Development of self and others. • Run staff CPD sessions on issues affecting the student body, such as disordered eating, self-harm, anxiety, etc. • Work with the pastoral teams within the school, including gap students/mentors/ volunteers, where appropriate.
Assessment, Recording and Reporting	<ul style="list-style-type: none"> • Keep appropriate records securely. • To report to the DSL any safeguarding issues that might require further intervention. • To inform the DSL of any matters that are a barrier to children being happy at school.
Professional Development	<ul style="list-style-type: none"> • To keep up to date with developments pertinent to the well-being of children. This may mean attending various courses and gaining specific qualifications at the expense of the school. These might include topics such as; Mindfulness, Mental Health First Aid, Counselling.
Personnel Management	<ul style="list-style-type: none"> • To implement initiatives for colleagues such as meditation /mindfulness. • To attend Staff Meetings and briefings when requested.

You may also be required to undertake such other comparable duties as the Assistant Headteacher requires from time to time.

Person Specification			
The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.			
	Essential	Desirable	Method of assessment
	These are qualities without which the Applicant could not be appointed	These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	
<i>Professional, technical or academic qualifications</i>	A specialist qualification in counselling.	A graduate degree in a subject that can be used constructively in teaching and learning A First Aid qualification	Production of the applicant's certificates
<i>The experience, types of work, achievements and activities undertaken required from the Applicant to perform effectively</i>	Experience working within a school. Providing well-being support to children	Providing well-being support to young people (teenagers) and adults	Contents of the Application Form Interview Professional references
<i>The skills required from the Applicant to perform effectively</i>	Proven customer service skills that enable sensitive, effective communication with pupils, parents and colleagues Computer literacy & the ability to use the school data base for recording and reporting Ability to support the high standards of discipline in the classroom and around the school.	The skill to develop specific well-being resources and initiatives	Contents of the Application Form Interview Professional references
<i>Knowledge required from the Applicant to perform effectively</i>	Knowledge of mental health conditions and neurodiversity	Knowledge of SIMS / CPOMS – the school data base	Contents of the Application Form Interview Professional references
<i>Personal competencies and qualities required from the Applicant to perform effectively</i>	Honesty, reliability and transparency Enthusiasm and commitment motivation to work with children and young people	Inclusive attitude and patience a positive outlook perseverance and determination Kindness, sensitivity and caring a good sense of humour and a cheerful disposition	Contents of the Application Form Interview Professional references

	<p>The willingness to reflect on personal practice</p> <p>The ability to work effectively within a team</p> <p>Reliability</p> <p>High personal standards of presentation, behaviour and punctuality.</p>	<p>The understanding and appreciation of superior customer care</p>	
<p><i>Safeguarding understanding and practice required from the Applicant to perform effectively</i></p>	<p>The ability to form and maintain appropriate relationships and personal boundaries with children and young people</p>		