

Job Title	<i>Wellbeing Support Assistant</i>
Responsible to	<i>Wellbeing Lead</i>
Key Internal Contacts	<i>Staff in other departments within the school</i>

At Outcomes First Schools, we believe every student is unique, which is why we take the time to understand their strengths, interests, ambitions, individual needs and starting points. This deep understanding enables us to create personalised learning experiences, tailored support and meaningful opportunities that help each student thrive. Personalisation is at the heart of everything we do, shaping how we teach, nurture, challenge and inspire students. By adapting our approach as students grow and develop, we ensure they receive the right support at the right time, helping them achieve positive outcomes, build confidence and reach their full potential.

JOB PURPOSE

- To support the Wellbeing/Behaviour Lead and wider Inclusion Team
- To establish effective strategies in all areas of positive behaviour support and pastoral care.
- To develop and implement long-term behaviour plans that will guide staff to support students to overcome barriers to learning and maximise the opportunities provided for them.
- Working under the direction of the Wellbeing Lead to provide support to all students in enabling them to achieve their potential both academically and socially. This role will also contribute towards the school's commitment to reduce exclusions and physical interventions, in the delivery of pastoral and/or academic interventions and, crucially, in responding to and supporting behaviour that challenges in all phases of the school.

KEY TASK AREAS & RESPONSIBILITIES

- Assist in the implementation and management of a range of policies and practices including social inclusion, care and control and the school's generic behaviour system.
- Identify, assess and address poor behaviour – use a range of strategies and techniques to de-escalate negative behaviour.
- Assist the Wellbeing Lead in the organisation and day to day running of the schools out of class behaviour following a TIP approach
- Return students to programme and aid them in settling back into the classroom.
- Work with students away from the removal area to motivate them and facilitate their return to programme.
- Observation, discussion with and assessment of students to ascertain areas of strength and need.

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Education

- Support/mentor students - encourage the social, behavioural and emotional development of students through positive approaches that enhance appropriate relationships, develop self-esteem and promote life skills.
- To encourage and develop key and life skills, such as independence skills, on task behaviour and essential skills necessary for the work environment.
- Liaise with SLT / dept. Leads regarding consistent management of behaviour and implementation of the school's behaviour policies throughout the school.
- Ongoing discussions and liaison with teachers and support staff.
- Conduct regular walkarounds of classrooms and identify both positive and negative behaviours.
- Be involved in the school's PMR, supervision and appraisal systems.
- Participate in the supervision and transport of students on detention under the direction of the Behaviour Manager.
- Provide relevant information to key staff concerning individual students, e.g. causes for concern, CP/Safeguarding issues, risk assessments, behaviour patterns and any other relevant information.
- Correspond with parents, as advised/directed by the wellbeing Lead / or a senior member of staff.
- Assist in the recording and organisation of the daily behaviour recording (day sheet, behavioural slips, breaks etc.).
- Assist in the inputting and maintaining of accurate behavioural data records via the Sleuth system (e.g. daily social behaviour grades, physical interventions, incident logging)
- Assist in the organisation and management of weekly 'options'.
- Provide pastoral support (PSW) cover for absent colleagues – class group or individual student basis (both inside and outside of the classroom).
- Provide additional support across both Key Stages (3 & 4) as and when required
- Supplement existing staffing/ support on a range of activities and events (e.g. PE, sporting tournaments etc.).

Training

- Participate in the schools in-service training and professional development programme (CPD)

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