**Wellbeing Co-ordinator**

**Context:**

At Nightingale we promote children’s wellbeing in all that we do, providing access to experiences, learning and support that allow children to grow and develop their talents and self-confidence. The context of our school in an area of relatively high deprivation makes this all the more important and we recognise that such work is linked absolutely to a child’s chance of academic success. The role of the Wellbeing Co-ordinator is to oversee the implementation of whole-school policies around wellbeing and behaviour and to co-ordinate provision ensuring equality of access for all as well as personalised planning for individuals.

At Nightingale Primary we firmly believe that the development of a child’s character and emotional resilience are fundamental to their happiness and ability to thrive both in school and beyond our gates. For parents, we look as a school to support them with the challenges of parenthood and to provide opportunities for them to celebrate the achievements of their children. For staff, happiness is key to their ability to undertake their roles with joy and cheerful resilience. The role of the Wellbeing Co-ordinator is therefore also to ensure that this vision comes alive for everyone at Nightingale.

**Job Description**

**Management Responsibilities**

* Observe and Track wellbeing of pupils, parents / carers and staff at Nightingale and co-ordinate activities to ensure that happiness is promoted and maintained
* Supervise the work of the Behaviour Support Assistant and any individual wellbeing practitioners currently working at the school to ensure that effective support is provided for key children
* Manage, set up and run nurture groups including directing the work of support staff working with this group
* Monitor the implementation of the school’s behaviour policy including administration of rewards and sanctions
* Contribute to whole school curriculum mapping ensuring that character development is built into the curriculum through the provision of key experiences and learning opportunities (visits, residential trips, role models etc)

**Working with Pupils, Parents and Carers**

* Work with teaching staff to identify pupils who are at risk of underachieving and ensure that they receive appropriate support
* Work across the school in collaboration with the Behaviour Support Assistant to ensure that children exhibiting behaviour that puts their engagement with education at risk are identified, understood and supported appropriately
* Undertake observations of pupils in class and offer suggestions to the teaching and support staff for supporting these children
* Design and implement restorative systems to help children who have been excluded from their classroom for any length of time, from a short time-out to a fixed-term internal exclusion thereby ensuring that they can re-enter the classroom having learnt from their experience and in a positive frame of mind
* Undertake a range of responsibilities regarding identified pupils to support them in achieving their targets, including implementing individual action plans and or Pastoral Support Plans in consultation with Class Teachers, Behaviour Support Assistant, SENCO, parents/carers and external agencies
* Promote and support family learning programmes
* Set up and co-ordinate a PTA for the school in order to engage parents with social activities including themed evenings and fundraising activities
* Take groups of pupils for supportive interventions such as ‘Anger Management’ and ‘Self-Esteem’ workshops.
* Organise trips including residential opportunities for children or classes who would benefit from them
* Provide 1:1 support and a listening ear for pupils who are feeling anxious or upset during the school day
* Initiate and maintain contact with families and carers to ensure a positive relationship with the school and develop family support for the pupils
* Be the immediate point of contact within the school for children and families in crisis
* Support the reintegration of pupils who have been subject to fixed term exclusion
* Support pupils and parents /carers during pupils’ transition between Key Stages including secondary transfer
* Manage breakfast and tea-time club ensuring in particular that vulnerable children have access to this provision and that no child is entering or leaving the school each day without their basic needs for food / warmth and nurture being provided
* Develop effective 1:1 relationships with pupils in order to monitor progress towards any agreed goals

**Outside Agencies**

* Be the focal point of contact between various agencies where a multiple agency approach is required for a targeted pupil to ensure that the needs of the pupil are met in a focused and integrated way
* Seek out and utilise a range of activities, course, opportunities organisations and individuals that could be drawn upon to provide extra support for pupils
* Attend Case Conferences and Core Group Meetings regarding pupils and prepare and submit reports for these
* Liaise with mentors in other schools, for example secondaries
* Undertake additional or other duties as may be appropriate to achieve the objectives of the post as directed and deemed appropriate by the Headteacher