



# **Social Emotional Health and Wellbeing Worker**

**Recruitment Pack**  
**March 2021**

## WELCOME MESSAGE

Dear Applicant,

Thank you for your interest in applying for our vacancy for a Social Emotional Mental Health and Wellbeing Worker

This is an exciting opportunity to join our supportive and professional team of staff at a very exciting stage in the school's development, and work within our innovative SEMHW team.

We are able to offer a visit to the school on either Monday 1<sup>st</sup> March 2021 or Tuesday 2<sup>nd</sup> March 2021 at 3pm. If you wish to visit, please contact the school office on 01642 453451 to book an appointment.

Applications must be returned to the school office either in hard copy or by email to [office@southbankprimary.co.uk](mailto:office@southbankprimary.co.uk) by 12.00 noon on Monday 15<sup>th</sup> March 2021. You will be notified by the end of the day on Monday 15<sup>th</sup> March 2021 if you have been invited to interview. Interviews will take place on Wednesday 17<sup>th</sup> March 2021.

We wish you every success with your application.

Mrs M Clarke, Senior Leader, SEMHW

## ADVERTISEMENT

**POST: SEMHW Worker**

**Advert Date:** Monday 22<sup>nd</sup> February 2021

**School Visits:** 1<sup>st</sup> & 2<sup>nd</sup> March 2021 at 3pm

**Salary:** Grade E SCP 15-19 pro rata (actual salary £18,124 - £19,816 per annum)

**Closing Date:** 12.00 noon Monday 15<sup>th</sup> March 2021

**Contract:** 32.5 hr/week, Term time + PD days. Permanent contract

**Short Listing Date:** Monday 15<sup>th</sup> March 2021

**Required for -** Summer Term (12<sup>th</sup> April 2021)

**Interview Date:** Wednesday 17<sup>th</sup> March 2021

***Are you committed to making a real difference to the lives of the children at South Bank Primary School?***

***Are you ready for a new challenge? If so, we need you!***

We are seeking to appoint a highly motivated, kind, caring and resilient SEMHW worker who is passionate about supporting children to develop good social, emotional, mental health and wellbeing. You will be an outstanding practitioner with high expectations who is committed to making a real difference and improving our children's life chances.

The successful candidate will become a member of an established SEMHW team who provide an outstanding level of support to all the children at South Bank Primary. This is a mainstream school that has two additional resource base classrooms for children who have complex SEN needs. The school's SEMHW team have high expectations of themselves and the pupils they work with. You will help the children to progress socially and emotionally by working within a supportive and experienced SEMHW team as well as other school staff.

This an exciting opportunity for you to join our team and work in a progressive, forward thinking school.

The successful candidate will:

**Support pupils' social and emotional development and promote independence in a safe, secure and challenging environment, employing strategies to recognise and reward achievement.**

1. Establish therapeutic relationships with pupils and interact with them according to individual needs.
2. Support the learning of individuals and group of pupils through the provision of the wellbeing framework and to act as a role model and set high expectations.
3. Focus on individual pupils to ensure their needs are being met within SEMHW interventions.
4. Work within the SEMHW team to develop and implement a well-being framework for pupils
5. Observe, record and support the social and emotional development of pupils, to identify individual needs and difficulties to the feedback to pupils and staff in relation to their progress and achievement.
6. Promote the inclusion of all pupils within the school so they are able to participate in all aspects of school like.
7. Participate in pupils' lay and extend and stimulate emotional literacy through conversation
8. Monitor and evaluate pupils' responses to activities in well-being interventions through observation and planned recording of achievement against individual targets.

**To support class teachers in their understanding of SEMHW difficulties being experienced by children.**

1. Advise teachers on well-being strategies that will result in high standards of behaviour, engagement and co-operation in the classroom
2. Support class teachers to create a supportive, relaxed working environment that makes pupils feel happy and secure
3. Work in partnership with the SEMHW team, class teachers, behaviour lead teacher and SENDCo to identify individual targets for pupil from the basis of the wellbeing framework.
4. Under the supervision of the SEMHW Lead and Nurse, participate in feedback sessions and meetings with parents/carers from time to time.
5. Provide feedback as required the the SEMHW Lead on pupil well-being progress and other matters, ensuring the availability of appropriate evidence.
6. Be responsible for maintaining accurate pupil well-being records, contributing to reviews of systems/records as required.
7. Work within an established behaviour policy to manage behaviour constructively, promoting self-control, self-reflection, resilience and independence.

**What we can offer:**

- Enthusiastic, friendly and well-behaved children
- Hard-working, enthusiastic, friendly and dedicated colleagues
- The opportunity to work as part of an ambitious and forward-thinking team
- Support for your future through quality professional development opportunities.
- Supportive governors.

Applications are invited from prospective candidates who are able to demonstrate that they meet the essential criteria set out in the person specification.

This is an important appointment for the school and therefore we will be offering two opportunities for candidates to come in and meet with the SEMHW Manager and Mental Health Nurse. These meetings will be COVID secure and places will be limited.

## JOB DESCRIPTION

### Social Emotional Mental Health and Wellbeing Worker - Job Description South Bank Primary School

**Title:** Social Emotional Mental Health and Wellbeing Worker

**Reports To:** Senior Leader – Social Emotional Mental Health and Wellbeing

**Grade:** Grade E SCP 15-19

**Working Pattern:** 32.5 hours per week (8.30am to 3.30pm) term Time plus 5 PD days per year.

**Salary Range:** £23,836 – £24,799 FTE (pro rata). Actual Salary £18,124 - £19,816 pa

#### Job Purpose

To work under the instruction and guidance of the Head Teacher, Senior Leader SEMHW and the Mental Health Nurse to provide support for social, emotional and mental health needs of individuals and groups, through a variety of therapeutic approaches.

#### Support for Pupils

To support pupils' social and emotional development and promote independence in a safe, secure and challenging environment, employing strategies to recognise and reward achievement.

1. To establish therapeutic relationships with pupils and interact with them according to individual needs.
2. To support the learning of individuals and group of pupils through the provision of the wellbeing framework and to act as a role model and set high expectations.
3. To focus on individual pupils to ensure their needs are being met within SEMHW interventions.
4. To work within the SEMHW team to develop and implement a well-being framework for pupils
5. To observe, record and support the social and emotional development of pupils, to identify individual needs and difficulties to the feedback to pupils and staff in relation to their progress and achievement.
6. To promote the inclusion of all pupils within the school so they are able to participate in all aspects of school life.
7. To participate in pupils' play and extend and stimulate emotional literacy through conversation
8. To monitor and evaluate pupils' responses to activities in well-being interventions through observation and planned recording of achievement against individual targets.

#### Support for Teachers, Behaviour Lead and SENDCo

To support class teachers in their understanding of SEMHW difficulties being experienced by children.

1. To advise teachers on well-being strategies that will result in high standards of behaviour, engagement and co-operation in the classroom
2. To support class teachers to create a supportive, relaxed working environment that makes pupils feel happy and secure
3. To work in partnership with the SEMHW team, class teachers, behaviour lead teacher and SENDCo to identify individual targets for pupil from the basis of the wellbeing framework.
4. Under the supervision of the SEMHW Lead and Nurse, participate in feedback sessions and meetings with parents/carers from time to time.
5. To provide feedback as required to the SEMHW Lead on pupil well-being progress and other matters, ensuring the availability of appropriate evidence.
6. To be responsible for maintaining accurate pupil well-being records, contributing to reviews of systems/records as required.
7. To work within an established behaviour policy to manage behaviour constructively, promoting self-control, self-reflection, resilience and independence.

#### Support for the Well Being Framework

To prepare, plan and manage specific well-being activities using effective methods and adjusting them according to pupils' responses and needs

1. To set out and prepare the Safe Haven room and equipment according to the needs of pupils
2. To implement the schools Well-Being Policy, making effective use of opportunities to support the development of emotional behavioural skills and emotional literacy.
3. To help pupils access learning activities in the classroom through individual well-being provision
4. To liaise with lunchtime supervisors to meet the individual needs of pupils on the playground.

## Support for the School

To follow the policies and ethos of the school, to promote positive values, attitudes and good pupils behaviour, dealing promptly with conflict and incidents and encourage pupils to take responsibility for their own behaviour.

1. To supervise pupils on outings and visits as required.
2. To supervise specifically identified pupils at break and lunchtime
3. To attend well-being meetings as required.
4. To read, understand and comply with policies and procedures relating to child protection, health and safety and security and refer all concerns to senior leaders.
5. To treat all information relating to pupils as strictly confidential.
6. To be a proactive member of the school community and the SEMHW team.
7. To participate positively and professionally in effective relationships with team members to support achievement and progress of pupils.
8. To participate in continuing professional development activities and training in order to keep skills and knowledge up to date.
9. To take opportunities to develop own areas of interest and expertise and to use these to advise and support others or to organise specific projects.
10. To carry out any other duties as may be required by the Head Teacher that are appropriate within the context of the job role, skills and grade.

### **SAFEGUARDING - PROMOTING THE WELFARE OF CHILDREN AND YOUNG PEOPLE**

- To demonstrate a commitment to safeguarding and promoting the welfare of children and young people, staff and volunteers.
- To demonstrate a thorough understanding of safeguarding and safer recruitment policies and procedures, and their application within an educational setting/environment.

<b>POST TITLE: Social Emotional Mental Health and Wellbeing Worker</b>	<b>GRADE</b>
PERSON SPECIFICATION	E

CRITERIA	NECESSARY REQUIREMENTS		* M.O.A.
	Essential	Desirable	
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Experience of working with children in personal and/or professional life</li> <li>• Experience of supporting children in a small group or 1:1 setting</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working within a school setting</li> <li>• Experience of direct or therapeutic work with children</li> <li>• Experience of supporting disaffected and challenging children within the school environment</li> <li>• Experience of delivering specific well-being intervention programmes</li> <li>• To be adaptable, creative and flexible in approach and thinking</li> <li>• Experience of advise and support other adults i.e. parents/carers and colleagues</li> </ul>	A, I, E, P
<b>SKILLS AND ABILITIES</b>	<ul style="list-style-type: none"> <li>• Ability to communicate effectively, meaningfully and respectfully with both children and adults.</li> <li>• Awareness of children's growth and development, needs and issues</li> <li>• Good observation skills</li> <li>• Proven experience of working co-operatively as part of a team as well as independently</li> <li>• Confident to lead and work with both individuals and groups in line with role</li> <li>• An understanding of the complex lives that some children lead including an awareness of children's</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to manage a demanding workload, work under pressure and deal with conflicting demands</li> <li>• Experience of working with collaborative partnerships.</li> <li>• Basic IT skills including report writing for different audiences and stakeholders</li> <li>• Motivation to grow and develop both personally and professionally to access further training opportunities and take an active role in team development</li> </ul>	A, I, E, P

	<p>emotional and mental health and how this can impact on them.</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of safeguarding issues</li> <li>• Ability to overcome communication barriers with children and adults</li> <li>• Ability to act as an advocate and voice for our children</li> <li>• Ability to support parents, carers and families in a variety of different ways</li> <li>• Ability to understand and implement the schools behaviour policy</li> </ul>	<ul style="list-style-type: none"> <li>• Have artistic, creative or recreational interests/hobbies that can be incorporated into the team</li> </ul>	
<b>EDUCATION/ QUALIFICATIONS/ KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Holds minimum Level 2 qualification in a Health and Social Care discipline.</li> <li>• Minimum Level 2 qualification in English and Mathematics</li> <li>• Able to use ICT packages as part of the role, or be willing to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Current First Aid qualification</li> <li>• Evidence of continuous professional development</li> <li>• To participate in activities and meetings to support our children's growth and development</li> </ul>	A, I, C, E, P
<b>OTHER REQUIREMENTS</b>	<ul style="list-style-type: none"> <li>• Able to maintain a high level of confidentiality.</li> <li>• Have a record of good attendance and punctuality.</li> <li>• Be willing to improve knowledge and skills by engaging with professional development opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	A, I, R,
<b>COMMITMENT TO EQUAL OPPORTUNITIES</b>	<ul style="list-style-type: none"> <li>• Commitment to equal opportunities and the ability to recognise the needs of different service users</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of having completed training in equality and diversity awareness</li> </ul>	A, I

**METHOD OF ASSESSMENT: (\*M.O.A.)**

A = APPLICATION FORM C = CERTIFICATE E = EXERCISE I = INTERVIEW P = PRESENTATION T = TEST AC = ASSESSMENT CENTRE R = REFERENCE



## SAFER RECRUITMENT

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of the children in education.

The school recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds and different skills and attributes. The school is committed to ensuring that the recruitment and selection of all who work within the school is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. The school will uphold its obligations under law and national collective agreements not to discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

All posts within the school are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind- overs, including those regarded as spent and will be subject to an Enhanced Disclosure and Barring Service check with barred list information.

### Applications

Applications will only be accepted if they are made on the South Bank Primary School application form included in your pack. All sections of the form must be completed.

**Please send in with your application form one sheet of A4 that tells us:**

- What do you think your role might be within the team and the wider school?
- How do you think the SEMH team should develop in the future and how would you be involved in this?

**Applications can be submitted:**

- By email to [office@southbankprimary.co.uk](mailto:office@southbankprimary.co.uk)
- By post or hand delivered to South Bank Primary School, Poplar Grove, South Bank, Middlesbrough TS6 6SY.

The school requires candidates to account for any gaps or discrepancies in employment history on this application form. Where an applicant is shortlisted, these gaps will be discussed at interview.

Applicants should be aware that by submitting an application they are agreeing that the information given is true and correct and that any offer of employment will be made on this basis. Where it is found that false information has been provided this could result in the application being withdrawn or summary dismissal if the applicant has been selected and employment has commenced. This may also result in referral to other professional regulatory bodies where appropriate.

### References

- Two references will be sought, one of which must be from current or most recent employer.
- References for shortlisted candidates will be requested prior to interview for all shortlisted candidates. References are requested on a standard template approved by our HR provider.
- The School does not accept open references, testimonials or references from relatives, a partner or people writing solely in the capacity as a friend.

Only references from a trusted authoritative source will be acceptable. References will always be sought and obtained directly from the referee.

Reference requests will specifically ask:

- About the referee's relationship with the candidate.
- Whether the referee is completely satisfied that the candidate is suitable to work with children and, if not, for specific details of the concerns and the reasons why the referee believes that the person might be unsuitable.

Referees will also be asked to confirm details of:

- The applicant's current post, salary and attendance record.
- Performance history and conduct.
- Any disciplinary procedures in which the sanction is current
- Any disciplinary procedures involving issues related to the safety and welfare of children, including any in which the sanction has expired and the outcome of those details of any allegations or concerns that have been raised that relate to the safety and welfare of children or behaviour towards children and the outcome of these concerns.

References will be compared to the application form to ensure that the information provided is consistent. Any discrepancies will be taken up with the applicant at interview.

Any information about past disciplinary action or allegations will be considered in the circumstances of the individual case.

### **Self-declaration of convictions by job applicants**

The school's policy is to require shortlisted applicants for all posts (including volunteers) to declare all criminal convictions whether "spent" or "unspent" and include any cautions, reprimands or warnings and pending prosecution.

The disclosure of any convictions, cautions, reprimands or warnings or pending cases will not necessarily prevent employment but will be considered in the same way as positive DBS disclosures.

## **SHORTLISTING**

Before the closing date, a panel will be created that may include at least one governor where appropriate.

Shortlisting is a 2 stage process - Applications are initially assessed against the following criteria:

1. Overall presentation and completeness of application
2. Use of standard English
3. Grammatical accuracy

Applications that meet the initial criteria will proceed to be shortlisted against the Person Specification.

Selection for interview will be decided entirely on the contents of your application form. Please read the job description and person specification carefully before completing your form.

## **SELECTION**

The shortlisting panel will then conduct the face to face selection process.

For this position, the selection process will consist of a face to face interview, presentation and teaching task

The panel will agree the questions to be asked of each candidate and the assessment criteria to be used. In addition to exploring the candidate's suitability for the post, the panel will explore:

- the interviewees' attitude towards children and young people
- the interviewees willingness and ability to support the School's commitment to safeguarding and promoting the safety and welfare of children and young people
- any unexplained gaps in the candidate's employment history
- any other concerns or discrepancies arising directly from the interview

Once all interviews are completed, the panel will score the applicants on the selection activities to determine the successful candidate. When a decision has been made with regard to the appointment(s), candidates will be informed by telephone.

## SAFEGUARDING

Keeping children safe is our number one priority. We ensure that the safety and wellbeing of every child is at the centre of every decision we make.

'Whilst local authorities play a lead role, safeguarding children and protecting them from harm is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.' Working Together to Safeguard Children DfE 2018

South Bank Primary School pays full regard to the DfE guidance 'Working Together to Safeguard Children, 2020' and 'Keeping Children Safe in Education, September 2020'.

Our school's Child Protection Policy applies to all adults, including volunteers.

Our Child Protection Policy requires all staff to be fully informed about their responsibilities in relation to Child Protection. This includes being aware of signs and symptoms which may suggest that a child is coming to harm, the various types of safeguarding issues that we may face as educators of children and who to speak to if they have a concern about a child or member of staff.

**If you have any questions, please contact the school office by telephone on 01642 453451 or by email to [office@southbankprimary.co.uk](mailto:office@southbankprimary.co.uk).**