

# Mental Health, Wellbeing & Pastoral Lead

*Part-Time, Permanent Vacancy  
3 days, TTO, SCP 7  
for September 2024*

## Application Pack



**Moorlands**  
Learning Trust



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Email: [office@burleyoaks.co.uk](mailto:office@burleyoaks.co.uk)

Website: [www.burleyoaks.co.uk](http://www.burleyoaks.co.uk)

Twitter: [@BurleyOaks](https://twitter.com/BurleyOaks)

Headteacher: **Mrs Claire Lee**

Chair of Governors: **Miss Christine Smith**

Status: **Moorlands Learning Trust Academy**



## About the School

### *Belong, Believe, Achieve*

Our vision focuses on nurturing children to become: imaginative, passionate, confident, resourceful, resilient, reflective and responsible learners.

We seek to provide an enriched, vibrant and positive environment which:

- challenges children to use their initiative and to believe that achievement is limitless
- provides real life, transferable learning opportunities which inspire lifelong learning
- develops ambition and collaboration thereby promoting a positive contribution to society
- celebrates happy, secure and independent learners who will reflect on precious memories of their time at Burley Oaks.

To fulfil this, we aim to:

- ensure that each child is valued as an individual, enabling them to develop a positive self-image and respect for others
- help children to understand the importance of health and find enjoyment in their learning
- develop children's confidence in their capacity to learn both independently and as a team
- provide equality of access to long-lasting learning and high quality teaching, relevant to their lives now and in the future
- provide a well-resourced, flexible and e-confident environment
- establish a progressive learning culture which improves children's outcomes
- develop all stakeholders as learners
- develop 'children's voice' and 'parents as partners' to empower the learning community
- encourage children to understand and value others and the environment in which we live
- encourage everyone to work for the common good and make a difference for the better

#### Background

Burley Oaks Primary School is a two-form entry school, catering for children from Reception to Year 6. There are currently 395 children on roll – May 2024. We are one of two primary schools serving the village of Burley-in-Wharfedale, which is situated between the towns of Otley and Ilkley in the Wharfe valley. Housed in the premises of the former Burley Middle School, we benefit from specialist facilities, including Art/DT, Music and ICT.

**We academised in September 2023 when we joined Moorlands Learning Trust.**





**Burley Oaks is a hard-working and caring school with a vibrant and creative ethos. We are fortunate to have a hugely committed and dedicated staff team. Have a look at [our video](#) on the home page of our website for a ‘flavour’ of what makes learning and working here so fabulous!**

### **Organisation/Curriculum**

Currently we operate with 14 classes, consisting of Head + 18.3 teachers, supported by 18 support staff (Teaching Assistants and HLTAs). Support staff are organised into teams attached to particular phases – Reception, Year 1/2, Year 3/4 or Year 5/6.

The quality of education and our cleverly designed, progressive curriculum are real strengths of our school which offer children significant and meaningful opportunities to learn and develop their skills and knowledge. Teachers and support staff plan and deliver much of the curriculum together, benefitting from true teamwork; the staff team is empowered and valued enormously.

All children are taught in single age classes. Our curriculum is enhanced with a cleverly designed enrichment programme which brings learning together in a holistic and inspirational set of activities and celebrations. Academic results at all key stages have been consistently high compared to similar schools. We are focused on quality outcomes and progress for all children and have recently been accredited as a centre of excellence for the Inclusion Quality mark.



### **Our Community**

There is a strong tradition of community involvement in the village and we work in partnership with local groups. We have a great deal of support from committed and interested parents. An active Parent Teacher Association (PTA) organizes many fundraising events to be enjoyed by all, including Christmas and Summer Fairs and discos for the children. The school also presents many performances for parents throughout the year – Harvest, Christmas, Easter, Y3/4 and Y5/6 productions, Y6 leavers’ concert and a musical soir e.

### **Wider Curriculum**

At Burley Oaks there is a wide range of activities for children to participate in outside the classroom to enrich and enhance their educational experiences. We have a fabulous outdoor classroom and deliver a Forest School’s Programme to embed outdoor learning in our curriculum. We are incredibly fortunate to have such extensive grounds and to be surrounded by greenery.



We are proud of the fact we were one of the first schools nationally to have achieved 'Sing Up Platinum' status; **music is a key strength of our school**. We look forward to seeing the fantastic musical productions our pupils perform. All Year 5 children learn to play electric guitar, drums and keyboard whilst Year 3 children learn the recorder. Peripatetic teachers teach a variety of instruments across the whole school as well as our specialist music teacher who teaches across the classes.

Our **sports provision** is excellent, supported by a variety of external coaches and events throughout the year to raise the profile of PE. Children benefit from a specially designed **cycle track** complete with skills loops and challenges.

We have a dedicated **mental health** and well-being mentor in school every day; the whole team's mental health is a key priority. We have created a bespoke wellbeing programme for children to support awareness and an understanding of positive mental health called Wellme and have been accredited with the Carnegie **Gold** School Mental Health Award.



A **designated art room** means that we can truly get creative (and messy!) in our lessons and to create scenery for productions. A **specialist Computing teacher** leads our IT provision across school and supported our work in achieving the safety mark and the Naacemark IT award.

Our buddy classes are very important to our teachers and children alike. Children benefit from working across phase and key stage with younger and older children in themed days. Teachers benefit from working in pairs and teams to share their good practice and recent training experiences; relationships are strong and supportive.



The children are always enthusiastic about our **extra-curricular activities** which include: football, netball, cricket, dodgeball, tennis, cross country running, choir, recorder, Lego, Spanish, cookery etc. There is clear value in the experiences undertaken. As well as after-school clubs, children also have opportunities to take part in residential visits, band, tai chi, yoga and dance classes.

Burley Oaks' partnerships with the other seven schools in the Wharfe Valley and the schools within the **2VLC Learning Collaborative** and the **Red Kite Alliance** are extremely positive. We benefit from a range of networks which nurture shared best practice in areas such as: Literacy, Assessment, SEN, Early Years etc. Our relationship with Burley and Woodhead Primary is excellent; the two schools provide excellent education for the young people in Burley.

### After School

The school currently operates before and after school clubs – **Early Birds** and **Night Owls**, which are very popular with both parents and children alike.



## Ofsted Judgements

In June 2022, we were inspected by OFSTED, who judged us to be ‘**outstanding**’ and **described Burley Oaks as “an extraordinary school”**. Highlights of the report include:

- PUPILS “...it is filled with happy children...” “...pupils behave exceptionally well...” “...they listen attentively and are highly focused on their learning...” “...pupils are thoughtful and kind...”
- STAFF “...well trained staff ensure a consistent approach...” “...teaching staff are highly skilled...” “...staff are rightly proud to work at this inclusive school...” “...the impact of the work of teaching assistants is evident in the classroom...” “...the support pupils with more complex needs receive from staff is exceptional...”
- LEADERS “...have designed an impressive curriculum that is ambitious and exciting...” “lead to a consistently respectful school culture...” “...pupils are adamant that it is ok to be different...”

## JOB DESCRIPTION

|             |  |
|-------------|--|
| POST TITLE: | MENTAL HEALTH, WELLBEING & PASTORAL LEAD |
| POST REF:   | MHWP LEAD JULY 24                        |
| GRADE:      | SCP 7                                    |

### INTRODUCTION:

The following information is furnished to assist staff joining the school to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.
4. This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.



## **PRIME OBJECTIVES OF THE POST:**

Lead on pastoral support to pupils across all year groups, Rec-Yr6, providing advice and guidance and implementing agreed plans to encourage learning and overcome barriers to learning.

Work with students across school who are experiencing complex and emotionally demanding situations, as well as working proactively to provide children with a range of strategies to ensure they have good mental health and wellbeing.

Work within school policies and procedures under the direction and guidance of senior staff and within an agreed system of supervision.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

## **EFFORT DEMANDS:**

- Will assist in maintaining the good discipline of pupils throughout school and be expected to use good common sense, as well as use initiative in all matters relating to the conduct and behaviour of individual pupils, groups of pupils and whole classes, the safety, mobility (if required), hygiene and wellbeing of the pupils; making decisions within established working practices and procedures.
- Will recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.
- Acting as a role model, will establish productive and constructive working relationships with pupils, setting high expectations, motivating and interacting with them, being aware of their individual needs, supporting difference and ensuring all pupils have equal access to opportunities to learn and develop whilst responding appropriately.
- Will have the ability to cope with the requirements of the post, which will include working 1:1 with pupils who have emotional/behavioural/physical difficulties.
- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.

## **RESPONSIBILITIES:**

### **Student Progress & Achievement:**

- Develop and maintain professional relationships with students, providing mentoring support to targeted students.
- Deliver specific programmes of intervention to individuals and groups.



- Work with teaching staff to undertake assessments of pupils to determine those in need of particular help and develop support plan of appropriate interventions and actions.
- Monitor mental health and wellbeing interventions and provision across school.
- Analyse the impact of mental health and wellbeing interventions across school.
- Upskill and train staff in delivering mental health and wellbeing support/ interventions.

### **Behaviour, Student Welfare and Attendance:**

- Contribute to the development of behaviour and attendance policies and procedures for the school.
- Monitor the attendance and punctuality of identified students and work with them to improve it.
- Mentor students on emotional issues affecting their well-being and learning.
- Organise the collection of statements from pupils following an incident and organise appropriate follow up actions.
- Promote good behaviour and attitude to learning through the management of appropriate rewards and schemes.
- Deal with correspondence in relation to student welfare and behaviour.
- Deal with queries and problems in relation to students.
- Plan breaks at appropriate times to ensure availability to students at key times such as break time.
- Train and coordinate pupil wellbeing ambassadors and ensure pupil voice is at the heart of provision.
- Deliver assemblies relating to mental health and wellbeing.
- Plan activities and resources for whole school 'Wellbeing Wednesday' sessions.
- Organise awareness and celebration days for the whole school.

### **Communication:**

- Provide advice to pupils relating to their social, health, hygiene, and emotional development needs.
- Provide feedback to pupils in relation to their progress, achievement behaviour and attendance,
- Use a range of strategies to communicate effectively with children with additional needs (e.g. visuals, talking mats, social stories, comic strip stories).
- Provide information and advice to pupils in relation to enable them to make choices of their own.
- Attend meetings as appropriate.
- Liaise with other school staff raising awareness of issues with particular students and advising staff on proposed support plan.
- Work with external agencies to support students and their families seek help that they may require.
- Keep accurate and timely records such as CPOMS.
- Communicate effectively with families.
- Work as a team with children and families to support in cases of EBSA.
- Update SLT (half termly) and governors (termly) on mental health and wellbeing needs, provision and impact of work across school.

### **General Responsibilities:**

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the academy.





- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- To support, uphold and contribute to the development of the Academy's Equality policies and practices in respect of both employment issues and the delivery of services to the community.
- Maintain links with the community (e.g. intergenerational wellbeing project, Community Leaders meeting) and support children in community mental health and wellbeing outreach.

#### **General Accountabilities:**

- Be aware of the duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times.
- Establish and maintain positive, constructive, and professional working relationships with staff, visitors, students, parents, and other professionals of the academy.
- Be aware of and comply with the code of conduct, regulations, and policies of the academy.
- Develop self within the post, undertaking training/appraisal as appropriate to ensure that relevant knowledge and skills are updated in order to support academy development.

#### **VARIATION IN ROLE**

Given the dynamic nature of the role and structure of Burley Oaks Primary School, it must be accepted that, as the Academy's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

#### **ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:**

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

#### **FLUENCY DUTY**

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level. The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.



**SPECIAL CONDITIONS OF SERVICE:**

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

**OTHER CONSIDERATIONS**

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

The Trust's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## PERSON SPECIFICATION

| Qualifications   | Essential/Desirable<br>E/D |
|--|----------------------------|
| <input type="checkbox"/> Minimum 5 GCSE grade C or equivalent including English & Maths  | E                          |
| <input type="checkbox"/> ICT experience e.g. Word, Excel, PowerPoint (Recent, relevant experience)                                   | E                          |
| <input type="checkbox"/> First Aid at work certificate or willingness to become suitably qualified                                   | E                          |
| <input type="checkbox"/> An understanding of child protection, health, safety and security   | E                          |
| <input type="checkbox"/> Mental Health First Aid qualification or willingness to become suitably qualified                           | E                          |
| Experience   | Essential/Desirable<br>E/D |
| <input type="checkbox"/> Some experience of primary school-age children  | E                          |
| <input type="checkbox"/> Understanding of children's needs and problems  | E                          |
| <input type="checkbox"/> Successful experience of motivating, coaching, and encouraging students to achieve their best               | E                          |
| <input type="checkbox"/> Experience of defusing difficult situations in a calm manner  | E                          |
| <input type="checkbox"/> Experience of working in a high-pressured environment   | E                          |
| <input type="checkbox"/> Experience of working with young people   | E                          |
| <input type="checkbox"/> Experience of managing own workload to meet conflicting demands and deadlines to ensure completion of tasks | E                          |

|  |                                    |
|--|------------------------------------|
| <input type="checkbox"/> Presenting yourself effectively and professionally  | E                                  |
| <input type="checkbox"/> Experience of working in a school-based environment   | D                                  |
| <input type="checkbox"/> Supervisory experience  | D                                  |
| <input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors, and other agencies                        | D                                  |
| <input type="checkbox"/> Experience of e-learning including mobile technologies  | D                                  |
| <b>Training</b>  | <b>Essential/Desirable<br/>E/D</b> |
| <input type="checkbox"/> Willingness to participate in CPD   | E                                  |
| <input type="checkbox"/> Evidence of relevant CPD  | D                                  |
| <b>Skills</b>  | <b>Essential/Desirable<br/>E/D</b> |
| <input type="checkbox"/> Able to understand and carry out instructions   | E                                  |
| <input type="checkbox"/> Confidentiality and discretion  | E                                  |
| <input type="checkbox"/> Able to think logically and calmly when under pressure  | E                                  |
| <input type="checkbox"/> Able to keep accurate & appropriate records   | E                                  |
| <input type="checkbox"/> Able to use initiative within academy policies and practices  | E                                  |
| <input type="checkbox"/> High standard of written and spoken English   | E                                  |
| <input type="checkbox"/> Proven ability to use ICT in the organisation and management of their role  | E                                  |
| <input type="checkbox"/> Good numeracy skills  | E                                  |
| <input type="checkbox"/> Able to act in an understanding and patient manner whilst remaining firm and fair.  | E                                  |
| <input type="checkbox"/> Able to take initiative and to work independently   | E                                  |
| <input type="checkbox"/> Excellent interpersonal skills and confident communicator   | E                                  |
| <input type="checkbox"/> Good problem solver   | E                                  |
| <input type="checkbox"/> Understand and manipulate numerical & statistical data  | E                                  |
| <input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and behaviour | E                                  |
| <input type="checkbox"/> Development planning, monitoring, and evaluation  | D                                  |
| <b>Professional Qualities</b>  | <b>Essential/Desirable<br/>E/D</b> |
| <input type="checkbox"/> Abide by both the Trust and School level policies   | E                                  |
| <input type="checkbox"/> 'Can do' attitude.  | E                                  |
| <input type="checkbox"/> Teamwork/collaboration  | E                                  |
| <input type="checkbox"/> Emotional intelligence  | E                                  |



|  |                                    |
|--|------------------------------------|
| <input type="checkbox"/> Professional appearance   | E                                  |
| <input type="checkbox"/> Sense of humour and perspective   | E                                  |
| <b>Equal Opportunities</b>   | <b>Essential/Desirable<br/>E/D</b> |
| <input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community. | E                                  |
| <input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race, and disability in an educational context.  | E                                  |
| <b>Circumstances - Personal</b>  | <b>Essential/Desirable<br/>E/D</b> |
| <input type="checkbox"/> Will not require holiday leave during term time.  | E                                  |
| <input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).   | E                                  |
| <input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).  | E                                  |
| <b>Safeguarding</b>  | <b>Essential/Desirable<br/>E/D</b> |
| <input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them   | E                                  |
| <input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people  | E                                  |
| <input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people   | E                                  |
| <input type="checkbox"/> Has up to date knowledge of relevant legislation and guidance in relation to working with young people.   | D                                  |

## The Recruitment Process

### How to apply:

1. If you wish to apply for this post, please download the application form (or complete online) outlining how you meet the criteria on the job description and the attributes required.
2. You may supplement your application with a letter of **no longer than two sides of A4**. Your letter of application should outline your reasons for applying for the post and give an indication of what you can offer the school.

We would also request that you provide details of daytime and **evening** contact numbers or email address for use should you be called for an interview. **Please also ensure that email addresses are available for your nominated referees.**

You are more than welcome to visit the school, please contact the school office on 01943 862642 to arrange.

**Closing Date:** **Noon, Friday 12<sup>th</sup> July 2024**

**Interviews:** **Monday 15<sup>th</sup> July 2024**

If you have not been contacted by the close of business on **Friday 12<sup>th</sup> July 2024**, you should assume that your application has been unsuccessful at this time; however, we thank you for your interest in this post.

### Completed applications should be sent to:

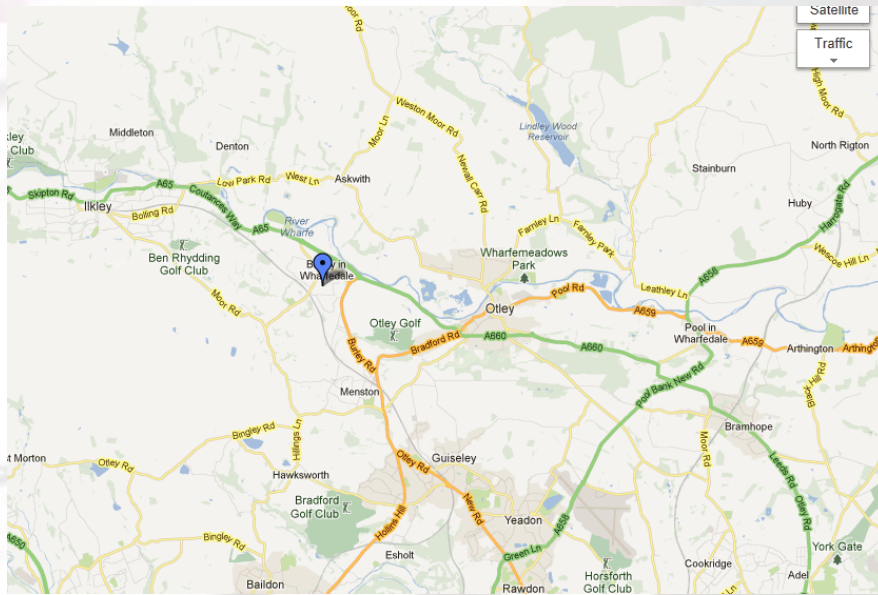
Burley Oaks Primary School  
Langford Lane,  
Burley in Wharfedale,  
Ilkley,  
LS29 7EJ

Or by email: [office@burleyoaks.co.uk](mailto:office@burleyoaks.co.uk)

Thank you once again for your interest in this post; we look forward to receiving your completed application.



## How to Find Us



Our address is:

Burley Oaks Primary School  
Langford Lane

Burley-in-Wharfedale  
LS29 7EJ

Tel. 01943 862642

Email: [office@burleyoaks.co.uk](mailto:office@burleyoaks.co.uk)

