



ERSKINE STEWART'S MELVILLE SCHOOLS

JOB TITLE	• Wellbeing Support Assistant
DEPARTMENT	• Wellbeing
REPORTS TO	• Deputy Head of the School the position is assigned to (Junior School, Mary Erskine School or Stewart Melville College)

ROLE DETAILS	
PURPOSE OF THE ROLE	• The Wellbeing Support Assistant provides reactive and planned support to specific children or groups with pastoral needs across their assigned school; either the Junior, Middle or Senior School, facilitating their wellbeing and integration into school activities.
ACCOUNTABILITY	• Deputy Head of the School the position is assigned to
AUTHORITY	• The Wellbeing Support Assistant will have authority as delegated by the Deputy Head of School, Deputy Head of Wellbeing and other promoted staff.
RELATIONSHIPS	<ul style="list-style-type: none"> • Deputy Heads • Class Teachers • Heads of House • Year Group Leader • Students • School Nurses • Operational/Professional Staff
BUDGET RESPONSIBILITY	• This position does not hold any budget responsibilities.

DUTIES AND KEY RESPONSIBILITIES	<p>Pastoral Support</p> <ul style="list-style-type: none"> • Provide immediate and short-term pastoral interventions to support students. Facilitate group work, 'soft starts', and oversee the Wellbeing Hub, nurture spaces or base for reactive support. <p>Administrative Support</p> <ul style="list-style-type: none"> • Assist the Guidance Leads with pastoral administration, maintaining records on the in-house reporting system, and minuting Child Planning Meetings. Help in organising resources for staff to support children/parents, e.g., bereavement or changes in family circumstances. <p>Continuous Professional Development</p> <ul style="list-style-type: none"> • Engage in professional learning related to pastoral care and support for children who experience barriers to accessing the curriculum. <p>Communication</p> <ul style="list-style-type: none"> • Correspond effectively with parents and the school community as required to provide seamless handover of information to guidance leads or class teachers to ensure continuity of care.
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PERSON SPECIFICATION		
	Essential Criteria	Desirable Criteria
Experience	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Experience of working with children with additional needs is desirable. Experience supporting a teacher or a child in a school setting
Skills/ Abilities/ Capabilities	<ul style="list-style-type: none"> Strong organisational and IT skills, adaptability, and ability to work under pressure are crucial. 	<ul style="list-style-type: none"> Awareness of approaches and current practices that support children's emotional wellbeing and mental health
Personal Attributes	<ul style="list-style-type: none"> Kind and enthusiastic, prioritising the interests of children. Responsible, well-organised, with the ability to multitask and prioritise workload 	<ul style="list-style-type: none"> Demonstrates the values of ESMS, with a focus on relational practice within the school A good team player with strong interpersonal skills and emotional intelligence