



Emotional Wellbeing & Pastoral Support Officer - JOB DESCRIPTION

Reporting To: Director of Inclusion & Engagement

Payscale: TEAL Associate Staff Pay Scale, Point 11

Job Purpose:

To actively support our core purpose, remembering that “We are here to make great schools and happier, stronger communities so that people have better lives.”

To provide emotional, behavioural and pastoral support for pupils, enabling them to effectively access learning, develop emotional literacy skills and successfully engage in school life. The role will deliver targeted interventions, restorative support and relationship-based pastoral care for pupils experiencing emotional, behavioural or wellbeing difficulties.

To help pupils feel safe, supported and emotionally equipped to succeed both socially and academically through compassionate pastoral care, targeted interventions and positive relationship-building.

Key Responsibilities: Specific

Emotional & Behavioural Support

- Support pupils with emotional and behavioural difficulties through planned one-to-one and small group interventions.
- Provide bespoke and timely behaviour and wellbeing interventions for pupils who are disengaged or displaying challenging behaviours.
- Build trusting, positive relationships with pupils to support emotional regulation, resilience and self-esteem.
- Support children to make progress in learning through the delivery of specific interventions.
- Be aware of and respond appropriately to the emotional and behavioural needs of pupils.
- Provide a calm, approachable and non-judgemental service for pupils and families.

Restorative & Pastoral Practice

- Work restoratively with pupils and staff where relationships have broken down.
- Support pupils in RESET or following suspension to successfully reintegrate into mainstream lessons.
- Resolve conflict situations between pupils and support de-escalation during incidents.
- Support pupils during unstructured times, lesson transitions and at key points across the school day.
- Reinforce positive behaviour, emotional regulation and readiness to learn.
- Support Year Leaders in managing crisis situations involving pupils, ensuring incidents are addressed calmly, appropriately and effectively.
- Escalate safeguarding, behavioural or wellbeing concerns where necessary and work collaboratively with relevant staff to ensure issues are fully resolved and appropriate follow-up support is in place.

Intervention Planning & Monitoring

- Plan and implement individual and group intervention programmes for pupils.
- Prepare and develop support documentation and intervention plans.
- Track, monitor and record intervention outcomes and pupil progress across the school.
- Support transition programmes for pupils at key transition stages.
- Support emotional literacy development and encourage positive coping strategies.

Collaboration & Multi-Agency Working

- Liaise effectively with teaching staff, pastoral teams, parents/carers and external agencies to support pupils’ wellbeing needs.
- Work collaboratively with colleagues to identify pupils requiring emotional or behavioural support.
- Contribute to support meetings and provide relevant updates regarding interventions and pupil wellbeing.

Key Responsibilities: General

The post holder will be required to act on their own initiative or on the authority delegated from their line manager or a member of the School SLT.

The post holder will be expected to work within TEAL and the schools’ policies and procedures and uphold the organisation’s values and vision.

The job description is not intended to be a complete list of duties and responsibilities but details the major requirements of the post. It may be amended at a future time, to take account of the developing needs of TEAL. The post holder will undertake any other duties appropriate to the remit.

TEAL is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.

The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibility for Health and Safety on all employees, therefore it is expected that everyone takes reasonable care for their own health and safety and the health and safety of others.

The above duties may involve having access to information of a confidential nature, which may be covered by General Data Protection Regulations (GDPR) 2018, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must always be maintained and employees must work with and process personal and sensitive information in accordance with Data Protection Act 2018 including the GDPR. Employees must protect the safety and security of information (e.g. using strong passwords, reporting breaches, and ensuring information is stored and disposed of securely).

The key competencies and behaviours commensurate with this post are identified overleaf.



Ethical Behaviours Charter

Competency	We do this by
Trust	<ul style="list-style-type: none"> • Being reliable, consistent, credible, honest, humble, courageous and kind. • Managing emotions and helping others to do the same. • Keeping promises and doing what we say we will • Having genuine compassion for others
Wisdom	<ul style="list-style-type: none"> • Developing knowledge and expertise, then sharing that knowledge • Learning from mistakes and failures and admitting when we are wrong • Seeing systems and processes as ways to fulfil our purpose, removing or changing them if they fail in that.
Kindness	<ul style="list-style-type: none"> • Being patient, respectful, generous and forgiving. • Acting with compassion and care, listening and seeing the person behind the role • Focusing on relational practice; building trust and rapport with others by empowering and elevating them.
Justice	<ul style="list-style-type: none"> • Doing what is right, rather than what is popular or easy • Ensuring we live our sense of purpose and values in the way we behave, make decisions and communicate. • Applying rules in a consistent, transparent and fair way, whilst allowing for discretion and common sense. • Valuing difference, building diverse teams and encouraging others to behave responsibly and with moral purpose.
Service	<ul style="list-style-type: none"> • Putting ourselves in the service of others. • Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour • Behaving in a dutiful way, demonstrating humility and self-control. • Removing barriers to enable others to do their jobs well
Courage	<ul style="list-style-type: none"> • Holding ourselves to account when something goes wrong. • Remaining calm, optimistic and positive in the face of adversity and change. • Speaking honestly, openly and with empathy
Optimism	<ul style="list-style-type: none"> • Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Calling out negativity, cynicism and dishonesty. • Remaining positive and encouraging, helping others to overcome challenges and celebrating their success.
Vision	<ul style="list-style-type: none"> • Anticipating the future and embracing it. Thinking strategically, analysing and assessing information to deliver organisational growth. • Reading, researching, networking and sharing learning with others. • Believing in the potential of others; helping them be the best they can be.