



# Job Description – Pastoral and Wellbeing Mentor

*This post is directly responsible to the Headteacher, Deputy Headteacher (Inclusion Lead) & SENDCo*

**TA4: SALARY RANGE – Band 5 (points 19 to 22)**

**Full time (36.25 hours per week, 39 weeks per year). We are open to discussing flexible or part-time working arrangements to attract the best candidate for the role.**

## Key Priorities

- Provide high-quality pastoral and emotional support to pupils to remove barriers to learning
- Model and promote the school's values in all interactions and interventions
- Respond to emerging safeguarding, behavioural and emotional needs as they arise during the school day or as a school priority
- Work alongside the leadership and inclusion teams to support positive behaviour approaches across school
- Lead and promote a positive whole-school approach to mental health and wellbeing
- Deliver targeted interventions (e.g. ELSA, Zones of Regulation, friendship groups)
- Strengthen relationships with families to support pupils' wellbeing at home and school
- Contribute to an inclusive environment where all pupils feel safe, supported and ready to learn
- Manage workload effectively, prioritising according to continually emerging pupil need while maintaining resilience, professionalism and optimism in emotionally demanding situations

## Main Responsibilities

### **1. Pupil Support and Intervention**

- Deliver ELSA-based interventions to support emotional literacy and resilience
- Contribute to and write Individual Behaviour Plans and pupil support documentation
- Provide regular check-ins for identified pupils to monitor wellbeing
- Support pupils through:
  - bereavement
  - anxiety and emotional needs
  - friendship and social difficulties
- Plan and run whole class and small group interventions, including:
  - friendship groups
  - circle of friends
  - wellbeing / nurture provision
  - SEMH lessons
- Use and promote Zones of Regulation consistently with pupils and staff
- Provide structured lunchtime support for pupils who find unstructured playground environments challenging
- EBSNA
  - Support pupils who find transitions into school challenging, particularly at the start of the day
- Provide transition support, including:
  - SATs wellbeing support
  - transition to secondary school
  - year to year

### **2. Mental Health and Wellbeing Leadership**

- Act as Mental Health Lead, supporting a whole-school approach to wellbeing
- Promote strategies such as:
  - mindfulness
  - emotional regulation
  - positive mental health habits
- Lead on specific initiatives such as:

- Sleep Champion work (supporting routines and awareness)
- Develop and maintain pastoral resources, including:
  - pastoral book lists
  - resources for staff and families
- Ensure wellbeing is reflected in school systems, practice and environment

### **3. Support for Staff**

- Provide advice and guidance to staff on:
  - supporting pupils' emotional needs
  - use of Zones of Regulation and strategies in class
- Contribute to CPD and remain open to new approaches and developments in mental health and wellbeing
- Support consistency in pastoral approaches across the school

### **4. Working with Parents and Families**

- Attend and contribute to parent meetings, with a focus on pastoral support at home
- Deliver parent workshops (e.g. sleep, anxiety, behaviour, wellbeing)
- Build positive relationships with families to ensure a joined-up approach
- Provide practical guidance and strategies for supporting children at home

### **5. Collaboration and Inclusion**

- Work closely with the SENDCo, including:
  - attending SENDCo drop-ins
  - contributing to pupil support planning
- Liaise with external agencies where appropriate
- Engage in referral processes and help identify appropriate interventions and support pathways for pupils
- Support an inclusive culture that meets a range of social, emotional and mental health needs
- Develop positive and flexible working relationships within the inclusion team, recognising overlap in responsibilities and responding constructively during periods of ambiguity
- Develop connections with other schools to develop and enhance good practice
- Engage in regular professional supervision and reflective practice using a solution-focused approach

### **6. Wider School Contribution**

- Support pupils' wellbeing in wider school life, including:
  - attendance on school trips(where necessary)
  - supporting extracurricular activities and wellbeing clubs
  - preparing social stories for trips/events
- Contribute to school communication, including:
  - wellbeing content for the school website
- Act as a visible and approachable adult for pupils across the school

***Carry out any additional duties commensurate with the role, as reasonably directed by the SLT or SENDCo.***