

## **Team Leader Wellbeing Mentors Job Description and Person Specification**

**Job Title:** Team Leader - Wellbeing Mentors

**Hours:** Monday/Friday 8:30-3:30pm Tuesday/Thursday 8:30 – 4pm, Wednesday 8:30 – 4:30pm

**Salary:** £23,000-£25,000 per annum dependant on experience (actual salary working term time only)

**Responsible to:** Teacher/Principal/Designated Senior Leader

### **Job Purpose:**

To lead, manage and support a team of Wellbeing Mentors in delivering high-quality emotional, social and behavioural support for students with special educational needs. The Team Leader will coordinate wellbeing initiatives, ensure consistent standards of intervention and act as a key liaison between wellbeing mentors, teaching staff, senior leaders and external agencies. They will champion the implementation of PACE (Playfulness, Acceptance, Curiosity, Empathy), relational practices and trauma-informed approaches, creating a school environment built on trust, safety and strong connections.

### **Leadership & Management**

- Line manage a team of Wellbeing Mentors, providing supervision, performance reviews, coaching, and daily guidance.
- Oversee the planning, implementation and review of support programmes delivered by mentors.
- Coordinate staff rotas, timetables, and workloads to ensure consistent coverage and high-quality provision.
- Lead on developing and embedding effective wellbeing strategies in line with whole-school improvement plans.
- Model and embed relational practice approaches across the team.
- Promote the use of PACE strategies throughout all student interactions.
- Monitor, evaluate and report on the impact of interventions to SLT, recommending refinements as needed.
- Act as the first point of contact for escalation of issues related to wellbeing support, managing concerns swiftly and appropriately.

## **Teaching, Learning & Student Support**

- Oversee the development and delivery of individual and group wellbeing interventions to promote positive emotional, social and behavioural development.
- Support Wellbeing Mentors and teaching staff in creating purposeful, inclusive learning environments.
- Contribute to and support the creation of individual learning plans, EHCP targets, and wider support frameworks
- Lead and facilitate therapeutic sessions, structured activities, and interventions for students as required.
- Ensure staff are trained and confident in using PACE and relational strategies in their daily interactions with students.

## **Professional Partnerships**

- Work closely with school staff, external agencies, parents/carers and students to identify needs and coordinate support.
- Contribute to the development of policies, procedures and systems that improve wellbeing and student engagement.
- Represent the school and wellbeing team in multi-agency meetings, reviews, and professional networks.

## **Personal & Professional Development**

- Stay abreast of national developments, legislation and best practices in SEMH and inclusion.
- Lead team CPD sessions and promote a reflective, learning-driven team culture.
- Ensure all mentors receive training in relational practice, trauma-informed approaches and PACE.
- Actively participate in training, supervision and self-development aligned to the school

## **Person Specification**

### **Qualifications & Experience**

#### **Essential:**

- Relevant qualifications in education, psychology, youth work, or counselling.
- Significant experience supporting children/young people with emotional, social and behavioural needs.
- Experience of leading or coordinating a team in an education or care setting.

#### **Desirable:**

- Safeguarding/child protection training (DSL level preferred).
- Experience managing and delivering wellbeing interventions
- First Aid qualification.
- Full driving licence.

### **Knowledge**

- In-depth understanding of SEN, particularly SEMH, and child development.
- Knowledge of safeguarding legislation, inclusive practices and multi-agency collaboration.
- Awareness of relational and trauma-informed practice, PACE, and PLACE principles.

### **Skills & Abilities**

- Ability to lead, inspire and support a diverse team.
- Strong interpersonal and communication skills.
- Able to work with sensitivity, empathy, and professionalism.
- Competent in data tracking, reporting and use of IT systems.
- Skilled in managing behaviour positively and constructively.

### **Personal Qualities**

- Reflective, resilient, and solution-focused.
- Passionate about inclusion and the belief that all students can succeed.
- Organised, adaptable, and calm under pressure.
- Collaborative, respectful and values-driven.

### **Commitment to Values**

- Promote the ethos and vision of Phoenix Bay and contribute to its ongoing success.
- Champion equality, safeguarding, and the wellbeing of all students.
- Support and model the principles of trauma-informed practice, PACE, PLACE, and restorative approaches.