

## **Framwellgate School Durham**

# **EMOTIONAL WELLBEING WORKER**

## **Candidate Information Pack**

**Salary scale Grade FSD8 (SCP 20-23)  
(£25,991 to £27,741 FTE; £22,492 to £24,006  
term time only equivalent)**

**(Full time - 37 hours per week, term time only, permanent)**

**Start Date – September 2021**

# **EMOTIONAL WELLBEING WORKER**

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### **(£25,991 to £27,741 FTE; £22,492 to £24,006 term time only equivalent)**

**(Full time - 37 hours per week, term time only, permanent)**

We wish to appoint a highly motivated and reflective emotional wellbeing worker to manage aspects of student well-being, particularly in relation to their social, emotional and mental health. Over the last three years we have assembled an excellent group of senior leaders and teachers who are having a significant impact on the quality of teaching and student outcomes. With an aspirational culture, and a commitment to evidence informed teaching, we want to achieve more. We received a very positive Ofsted inspection in May 2018 and our A Level progress figures that year were the best in County Durham. We have made significant improvements to our curriculum, teaching, and professional development programme and we are committed to reducing teacher workload.

Framwellgate School Durham is an 11-18 non-selective secondary school and Single Academy Trust. The school roll has increased by 35% in three years and in September 2020 we were oversubscribed with more than 1300 students on roll.

The successful candidate will possess energy and enthusiasm and believe that every young person deserves the very best education and support. A commitment to raising achievement, and a willingness to learn, train and develop as an emotional wellbeing worker are all essential. We can offer you an environment where student behaviour is excellent, prior attainment levels are amongst the highest in the North-East, and our students and staff are a pleasure to work with. With over 20 new teachers, including a number of NQTs, and a number of support staff appointed over the last two years, we have quickly become a vibrant and exciting school in which to develop your career.

This is an outstanding opportunity for a talented individual to join our dynamic and forward thinking team. We are looking for someone who is driven, committed and skilled in a range of tasks who can work alongside colleagues to support students with their emotional wellbeing.

Queries and applications should be submitted to Executive Assistant, Fiona Thompson at [Thomson.f@framdurham.com](mailto:Thomson.f@framdurham.com)

#### **Key Dates**

**The closing date for applications is Monday 10<sup>th</sup> May 2021 (9.00am)**

**Shortlisting will take place shortly afterwards**

**Interviews are scheduled to take place on Monday 17<sup>th</sup> May 2021**

Framwellgate School Durham is committed to the safeguarding of children and young people. An enhanced disclosure from the DBS and barred list clearance will be required for this post, together with completion of a pre-employment health questionnaire.

**The Excel Academy Partnership  
at Framwellgate School Durham**

**Newton Drive**

**Durham**

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**Tel: (0191) 3866628**

**Email: [Thompson.f@framdurham.com](mailto:Thompson.f@framdurham.com)**



## Letter of Welcome from Andy Byers, Headteacher

Dear Applicant

I am delighted that you are interested in this post. Framwellgate School Durham (FSD) is a fantastic school. I took up post in September 2017 and most of the SLT have been appointed since then. Working alongside our other talented and experienced staff, the potential is here to make the school truly outstanding. Student behaviour is excellent, and we put a great deal of emphasis on ensuring that staff can work in an environment where students want to learn. The strength of the school has always been its caring ethos and strong community links, and these remain. By introducing new systems to manage behaviour, rewards, assessment, marking, and teaching, and with a new ethos and curriculum, we have made huge strides in transforming the school. Key to all of this is our commitment to a professional development programme for teachers which includes fortnightly training on cognitive science and evidence informed approaches to teaching, a significant amount of time planning with department colleagues, and 5 days dedicated to training and professional development per year.

I am looking for staff who are passionate about their work, have excellent knowledge, and who are reflective practitioners, to help us to continue to improve outcomes. I think this is an incredible opportunity and hope you will too; you must be able to work in effective teams and demonstrate resilience, humour and enthusiasm. You must never settle for second best. I will guarantee you our time and support and a fabulous place to come to work every day.

In your application, please focus on what makes you an effective emotional wellbeing worker. Make me feel like I am reading about you; try not write a generic letter which ticks the right boxes but doesn't tell me about your values or what you are like as an emotional wellbeing worker or colleague.

We have changed so much over the last three years (new teachers including many NQTs, new support staff, a new sports centre, a new school day, dedicated CPD time each week, a new ethos statement, new uniform, a new curriculum and a real focus on evidence informed teaching) and have much more planned for 2021/22 and beyond. Developing staff in a supportive environment is at the heart of what we do.

Finally, one of you reading this will become an emotional wellbeing worker in a fantastic school. You'll love it. Good luck with your application.

Yours faithfully,

Andy Byers

Headteacher

April 2021

## About the school

Framwellgate School Durham (FSD) is an 11-18 school which was granted academy status in 2011. There are approximately 1300 students on roll including 130 in the Sixth Form. Our roll is projected to increase by a further in September 2021 as the sixth form grows, and within the next two years, we envisage a roll of 1400 including 230+ post-16 students. The school serves the population to the north of Durham city, primarily from the Newton Hall estate, but we attract students from a wide surrounding area and over 20 feeder primary schools. We are a high achieving 11-18 academy with a strong track record in both provision and outcomes. We are fully committed to the students in our care, and work to ensure that both the pastoral provision and quality of teaching is the very best.

## Aims and ethos

Framwellgate School Durham is a community that values learning and celebrates achievement. We are an inclusive comprehensive school with high expectations of both our staff and students alike. In the spring of 2018 we consulted students, staff and parents, and re-evaluated our ethos; the result of this exercise was a new ethos statement (below) which emphasises compassion and kindness and places the well-being and happiness of our students alongside academic achievement. Our new school uniform was introduced in September 2018.

### Excellence, Compassion and Respect for All

Our school promotes academic excellence and embraces the shared values of honesty, integrity, respect and compassion. We want our students to be ambitious, kind, resilient and hardworking, and have a genuine passion for learning. We want them to change the world with the knowledge, skills and confidence they have learned here; to champion fairness, have friendships for life, and pride in our school. Above all, we want our students to be happy.

## The curriculum

We are committed to providing a knowledge rich curriculum which responds to the needs of the individual student, whilst ensuring access for all to a broad and balanced range of educational experiences. For many students, this means learning with us from 11 to 18. We view this as a continuous, coherent journey and see one of the most important functions of learning, during any key stage, as being to prepare students for the next one. Our curriculum is carefully planned and sequenced and taught by subject specialists.

We recognise that whilst all our students have needs, some have more significant barriers to learning. We are an inclusive school, and through the work of the Achievement Centre, we seek to remove or minimise any barriers to learning that our students may have, be they emotional, physical or academic.

At Key Stage 4 and 5, students receive options guidance linked to future aspirations, and we offer a significant number of GCSE, A Level and BTEC courses which meet the needs and interests of all our students. Nearly all our Year 13 students go on to university, most choosing to study at Russell Group universities.

## Pastoral Care and Support

Pastoral care is a strength of the school. This was recognised by Ofsted in 2018. All students are placed in tutor groups, and almost all teachers have a pastoral responsibility, remaining with their tutor group as they move from Year 7 to 11. The tutor is the first port of call for all students. In 2018 inspectors praised student behaviour; indeed, we place a real emphasis on this aspect of school life and believe that teachers can't teach,

and students can't learn, unless behaviour in the classroom, and around school, is excellent. We have effective and robust systems in place to manage behaviour and tackle issues from low level disruption, to more serious incidents.

### **Teaching and Learning**

Having introduced new systems to manage various aspects of school life, and a new knowledge rich curriculum, we spent 2019 and 2020 developing and improving our classroom practice. We place a very high priority on developing our staff professionally. Middle leadership training has been a strong focus this year and there is an extensive programme of CPD opportunities which seeks to support all staff, identify their development needs and move forward in their practice. In 2017 we introduced collaborative planning time for all departments, to allow them to work together to plan exciting and engaging lessons.

We aim to ensure that our teaching stretches and challenges students, and we are increasingly research-led. We don't ask teachers to follow a prescribed learning cycle but we have invested a significant amount of time on training and CPD and have embraced Rosenshine's principles in planning the key ingredients of a good lesson.

The development of teaching is supported through a supportive appraisal process (no data-driven progress targets and objectives linked to improving professional practice), and lesson drop-ins and learning walks. The support for NQTs is exceptional (this is now a 2-year programme in collaboration with TeachFirst) and we are in the process of developing other training strands for RQTs and those aspiring to middle and senior leadership.

### **Ofsted**

Ofsted does not determine our practice, nor does it dominate our thinking, but we believe that our ethos, curriculum, teaching and support for students are such that an inspection will confirm our own judgements and recognise our successes. Our inspection of May 2018, soon after the new leadership team had taken up their posts, confirmed that we were heading in the right direction. Inspectors highlighted the following **"Strengths:**

- The new headteacher, supported by a recently appointed and skilled senior team, has brought much-needed drive and ambition to the school. In a short period of time, they have tackled a significant number of weaknesses effectively.
- Pupils' behaviour, sixth form achievement and pupils' progress in English and mathematics have improved. The quality of teaching is also improving.
- Pupils behave very well around the school. Most are attentive in lessons and show respect for each other's opinions. Parents and pupils value the high level of support provided by the school's pastoral team
- The sixth form is good. Most students make strong progress in their chosen studies. They are well supported to go onto higher education, training or employment."

A positive monitoring visit in July 2019 demonstrates that we are on the right track and our remote provision inspection in March 2021 reported that the school maintained a focus on developing the quality of education in spite of the pandemic.

### **The Website and Social Media**

Our new website ([www.framdurham.com](http://www.framdurham.com)) gives an insight into the school and I would encourage all prospective applicants to look at it, especially the curriculum information about what we teach in each subject. Many departments have an active twitter account and you may be interested in the Headteacher account (@framheadteacher) and school account (@fram\_official).

**Job Description: Emotional Wellbeing Worker**

**JOB DESCRIPTION**

**Main Purpose of the Role**

To manage aspects of student well-being, particularly in relation to their social, emotional and mental health.  
 To manage and work with a caseload of students as identified by pastoral teams and the SENDCo.

**Main Duties and Responsibilities**

**Duties and Responsibilities of Emotional Wellbeing Worker**

- To develop a holistic approach to meeting social, emotional and mental health needs, enabling learners to make good progress by working with teachers, other support staff, families and external agencies
- To work within a different year group at an agreed time during the week to meet with a caseload of students either one to one or in small groups to implement programmes such as ‘Banish the Anxiety Thief’, ‘Zones of Regulation’ etc. This group of students will be identified and referred by the pastoral team and SENDCo
- To meet with the SENDCo on a weekly basis to discuss and review a caseload of students
- To help students develop self-esteem, resilience, and independence, forming positive relationships with staff and peers
- To establish productive working relationships with students, acting as a role model and setting high expectations
- To provide advice and guidance to Heads of Year, Pastoral Managers and staff regarding personal development, wellbeing and SEMH issues experienced by students
- To become a key worker and take responsibility for the creation and review of an identified group of EHCP, SEND support plans and pupil profiles for SEMH students
- To consult and liaise with external agencies as appropriate (e.g. social services, police, CAMHS, TAFs, etc)
- To sustain an active engagement with families of designated students to help them explore issues and make changes in areas that may be affecting their children’s learning and development
- To ensure effective records (CPOMS etc) are kept and, as appropriate, colleagues are kept informed
- To track the progress of students with social, emotional and mental health needs using the available data and monitor the impact of interventions, sharing this overview with the SENDCo, year teams and other relevant professionals on a weekly basis
- To act as operational link for Humanutopia
- To lead and manage the school’s anti-bullying strategy and act as a link for the Anti Bullying Ambassadors, school council and any other relevant and appropriate school bodies
- To work in accordance with safeguarding regulations and relevant school policies/procedures.
- To provide support and training to staff around working with vulnerable students, mental health and diversity needs of the student population
- To develop and enhance expertise in supporting students with complex social, emotional and mental health needs by attending training and working alongside relevant internal and external professionals
- To train as a deputy Designated Safeguarding Lead (DSL)
- To undertake any other responsibilities as determined by the Headteacher

**Line Management**

- The main line management function will be carried out by the Director of Safeguarding

**General responsibilities of all staff**

- **Safeguarding, Equality & Diversity and Health & Safety**
  - To safeguard and promote the welfare of children for whom you have responsibility or come into contact with, to include adhering to all relevant safeguarding policies and procedures.
  - To carry out your duties with full regard to the school’s Equality, Diversity and Community Cohesion policy.
  - To comply with health and safety policies, report any incidents/accidents/hazards and take pro-active approach to health and safety matters in order to protect both yourself and others.
- **Other**
  - The post holder may be required to undertake any other duties as directed by the line manager, commensurate with the grade and level of the role.

**Person Specification: Emotional Wellbeing Worker**

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Five GCSEs at C plus (or equivalent) including English and maths</li> </ul>	<ul style="list-style-type: none"> <li>• DSL Trained</li> <li>• First aid qualification</li> <li>• Level 3 or 4 qualification</li> <li>• Relevant and appropriate Counselling Qualifications</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working with secondary aged children in a school</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with secondary aged children in school in a similar role</li> <li>• Experience in liaising with a diverse range of multi-agencies</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Good oral and written communication skills</li> <li>• Ability to use ICT effectively to support teaching and learning</li> <li>• Ability to work effectively as part of a team</li> <li>• Calm and positive approach</li> <li>• Ability to relate well with children and adults and form effective working relationships</li> <li>• Sensitive to the needs of children and parents</li> <li>• Active listening skills</li> <li>• Ability to use own initiative when required</li> <li>• Able to manage time effectively</li> <li>• Creative thinker</li> <li>• Excellent organisational skills</li> </ul>	<ul style="list-style-type: none"> <li>• Skilled in managing students displaying challenging behaviours</li> <li>• Skilled at carrying out difficult conversations and working with hard to reach parents</li> <li>• Skilled at developing positive and productive working relationships with parents</li> <li>• Skilled at delivering presentations to large groups</li> </ul>

## The Application Process

Please complete the Application Form available from [www.jobsinschoolsnortheast.com](http://www.jobsinschoolsnortheast.com) or [www.framdurham.com](http://www.framdurham.com)

### Guidance on completing the application form:

Candidates are requested to complete the application form in full. Section B Personal Statement requires you to set out thorough evidence of how you meet the criteria included in the Person Specification. This will be used in the shortlisting process. This section should be no more than 1,000 words. Your completed application form should be emailed 'in confidence' to [Thompson.f@framdurham.com](mailto:Thompson.f@framdurham.com) by **Monday 10<sup>th</sup> May 2021 – 9.00a.m.** All applications will be acknowledged by email. Please DO NOT upload your application form to any of the websites on which this post is advertised. Please note that we do not accept CVs.

**Shortlisting will take place soon afterwards and shortlisted candidates will be contacted in due course. Please note that we only contact shortlisted candidates.**

**Interviews are scheduled to take place as on Monday 17<sup>th</sup> May 2021.**

Framwellgate School Durham is committed to the safeguarding of children and young people. An enhanced disclosure from the DBS and barred list clearance will be required for this post, together with completion of a pre-employment health questionnaire.

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