



# **Biddick**

## Academy

### **Application Pack**

**Student Mental Health and Wellbeing Lead**  
37 hours per week, 39 weeks term time only

Scale S5 £20,977 - £22,988 actual salary

Closing date – 30<sup>th</sup> November 2023  
Start Date – As soon as possible



**Biddick Lane Washington Tyne & Wear NE38 8AL**

11-16 Comprehensive

1144 on roll

Headteacher: Miss K Morris

**Required for: as soon as possible**  
**Closing date 30<sup>th</sup> November 2023**

### **Student Mental Health and Wellbeing Lead**

37 hours per week, 39 weeks term time only

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#### *Inspiring learning, unlocking potential, achieving success*

Are you a dedicated and compassionate individual with a passion for supporting the mental health and wellbeing of students?

We are currently seeking a Student Mental Health and Wellbeing Lead to join our Pastoral team at Biddick Academy. As a vital member of our school community, you will play a crucial role in ensuring the well-being and academic progress of our students.

Biddick Academy is a thriving, oversubscribed secondary school conveniently located 15 minutes' drive from Newcastle and Durham. Our academy is passionate about education and we believe that all students can and should achieve their full potential. Our extensive range of extra-curricular opportunities motivate students to aim high. The Academy enjoys an excellent reputation within the local community and has a strong and distinctive ethos of being a safe place where we continually strive to *inspire learning, unlock potential and achieve success* for all of our students.

The successful candidate will be highly motivated, enthusiastic and caring, and will have excellent communication and interpersonal skills. You will have a genuine passion for supporting the mental health and well-being of students along with empathy, patience, and the ability to remain calm in challenging situations. The role requires you to think creatively to deliver bespoke interventions to see sustained improvement in the mental health and wellbeing of young people.

The ideal candidate will have very high expectations of all students. Ideally you will have previous experience of working in a school setting and the skills and experience needed alongside a strong understanding of intervention strategies to promote positive behaviours and student engagement. Biddick Academy provides an extremely supportive induction programme for new staff and excellent professional development opportunities.

If you feel you would thrive in this environment and feel that you can shape the future of our school, then we would love to hear from you.

Please contact Ashleigh Bulbeck, HR Manager at – [bulbeck.a@biddickacademy.com](mailto:bulbeck.a@biddickacademy.com) or 0191 5111600, ext 5013 to arrange an informal discussion regarding the role or a visit.

To apply, please return completed applications forms to [recruitment@biddickacademy.com](mailto:recruitment@biddickacademy.com)

*Biddick Academy is committed to the safeguarding and promoting the welfare of children and expect that all staff and volunteers to share this commitment. The successful candidate will be subject to an enhanced DBS check before taking up the post, along with pre-employment safeguarding checks.*

Dear Applicant

Thank you for your interest in the post of Student Mental Health and Wellbeing Lead at Biddick Academy.

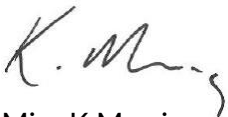
Our aim is to inspire children to learn, unlock their potential and achieve success. We are passionate and determined that every student feels a sense of achievement, enjoys their learning, is happy and cared for, and develops as a well-rounded individual.

At Biddick Academy, we are preparing students not just to excel in examinations but also to have the skills and attributes to be successful in life. Our curriculum is designed with the intention of developing curious, resilient, aspirational young people who leave us, truly ready for their next steps. We recognise the importance of the informal and formal curriculum and actively encourage a wealth of extra-curricular activities.

I am proud to lead a team of exceptional staff who develop positive relationships with students and are committed to providing opportunities so that students fulfil their potential. You will be joining a team that works together, supporting and motivating each other to ensure our students thrive and flourish in a safe environment.

Biddick Academy is at the heart of the local community and for this reason; the Academy is a warm, energetic, and supportive environment. We provide a comprehensive induction programme for new colleagues and offer a range of high-quality professional development opportunities.

I would like to wish you the best of luck with your application and should you require any further information please do not hesitate to contact the Academy.



Miss K Morris  
Headteacher

## Academy Information

As an oversubscribed school, Biddick Academy has an excellent reputation in the local community. With 1144 students on roll and a specialist ASD provision comprising of 35 places, Biddick Academy is a dynamic place to work. We have 6 feeder primary schools and our catchment area is comprehensive, encompassing a wide variety of backgrounds.

The Academy has benefited from significant investment over a number of years and has excellent facilities, including a purpose-built Engineering workshop and Hair and Beauty salon. After school hours, the Academy is busy with many community groups using the 3G pitches and leisure facilities.

As an organisation, we want everyone, students and staff alike, to:

- Be part of a safe and respectful community
- Feel happy, valued and empowered so that we all thrive
- Aspire to be the best we can be
- Act with integrity
- Nurture resilience and independence
- Have the attitude and character to excel in life
- Have a desire to learn and work with passion, purpose and pride

## Curriculum

### Key Stage Three

In Years 7 to 9 students study a broad range of subjects that, at the end of Key Stage Three, enable them to make informed choices for their GCSEs. For example, at present students study the following subjects: English, Mathematics, Science, Geography, History, Religious Education, Physical Education, Music, Art, Design Technology, ICT, IAG (Information, Advice and Guidance), Accelerated Reader, Spanish/French.

### Key Stage Four

At the end of Year 9, students make choices regarding the courses they would like to study in Years 10 and 11. All students study GCSEs in the following subjects: English Language, English Literature, Mathematics, Science, History and /or Geography. In addition, all students must also continue to study Physical Education, Ethics, and IAG (Information, Advice, Guidance) as part of the non-examined curriculum.

Students may then choose from a wide variety of further subjects to make up their option choices. At present GCSEs and vocational courses are available in: French, Spanish, Philosophy and Ethics, Engineering, Computer Science, Creative iMedia, Business and Enterprise, Food and Nutrition, Fine Art, Art and Design, Textiles, Digital Art, Hair and Beauty, Physical Education, Dance, Drama, Music, Chemistry, Biology and Physics.



## **Student Support Team**

The Student Support team plays a central role in the life of the Academy, including exams and data analysis, SEND support, pastoral care and is the first point of contact for parents/carers.

The Student Mental Health and Wellbeing Lead role provides greater capacity to provide extra support to those students as they need it. The Wellbeing Lead will work with others in the Pastoral team, including Heads of Year, Assistant Heads of Year, and liaise regularly with the Deputy Headteacher (Pastoral).

We pride ourselves on having a comprehensive knowledge of students and their circumstances, this enables us to provide excellent support for students. The Pastoral team recognise that all students are individuals who have different needs and require differing levels of intervention and support.

## Job Description

<b>Job title:</b>	Student Mental Health and Wellbeing Lead
<b>Contract type:</b>	Permanent
<b>Accountable to:</b>	The post holder is directly accountable to the Deputy Headteacher (Pastoral)
<b>Grade:</b>	S5 pro-rata 39 Weeks TTO 37 hrs
<b>Principle responsibilities:</b>	<p>The post holder will be required to exercise their professional skills and judgement to carry out, in a collaborative manner, the agreed professional duties as follows:</p> <ul style="list-style-type: none"> <li>• Uphold and promote Academy aims and policies.</li> <li>• Be an active member of the Pastoral, Student Support Team and Academy learning community.</li> <li>• Make a significant contribution to maintaining an appropriate environment for learning.</li> </ul>
<b>Main Duties:</b>	<p>The post holder will be required to make an impact on students by:</p> <ul style="list-style-type: none"> <li>• Plan, resource and run targeted group interventions and elective wellbeing activities.</li> <li>• Lead a classroom based learning environment which is bespoke for identified students.</li> <li>• Plan and contribute to the effective management of transition plans.</li> <li>• Liaise with teaching staff to provide purposeful work for students.</li> <li>• Record, monitor and track the students accessing the provision.</li> <li>• Develop and implement a curriculum which meets the needs of our young people.</li> <li>• Engage with students of all abilities and ensure the provision of a high standard of work.</li> <li>• Ensure the Learning Room is managed in a professional and responsible manner.</li> <li>• Report to parents/carers, teachers and member(s) of SLT using the correct resources.</li> <li>• Create reports on students' attitude and work ethic.</li> <li>• Act as a role model and set high expectations of conduct to ensure that good behaviour is maintained and communication with parents is timely.</li> <li>• Establish constructive relationships with parents and carers and participate in feedback sessions as directed.</li> <li>• Actively research new ideas and developments to improve mental health and wellbeing.</li> <li>• Deliver high quality training to staff.</li> <li>• Mentor identified students where appropriate across Key stages.</li> <li>• Supporting the monitoring of attendance and strategies to reduce absence and improve overall attendance.</li> <li>• Audit and quality assure the mental health and wellbeing provision across the Academy.</li> <li>• Develop an early intervention and prevention strategy for mental health and wellbeing.</li> <li>• Triage and assess referrals for pupil counselling.</li> <li>• Provide a drop-in centre for wellbeing support.</li> <li>• Supporting the management of extra-curricular activities.</li> <li>• Supporting assembly and other Academy team event planning.</li> <li>• Involvement in personal learning plan preparation and monitoring.</li> </ul>

	<ul style="list-style-type: none"> <li>• Involvement in ensuring safeguarding procedures operate effectively in the Academy.</li> <li>• Act as a First Aider.</li> </ul>
<b>Responsibilities:</b>	<p>The post holder will:</p> <ul style="list-style-type: none"> <li>• Support the Academy's Pastoral Team in ensuring that communication within the team is effective.</li> <li>• Support staff when required.</li> <li>• Provide a shared vision of excellence and inclusion within the Pastoral Team, Student Support Team and the Academy.</li> <li>• Participate in performance management, coaching and CPD.</li> <li>• Build partnerships with parents/carers and external agencies to support student academic progress and social development.</li> <li>• Respond to parent/carer enquiries by telephone, letter, email or Class Charts as appropriate.</li> <li>• To keep accurate records of all communication with parents, all behaviour and reward issues, and any other pertinent information relating to students within the Learning provision.</li> <li>• Ensure that all necessary risk assessments for activities and external provision are in place.</li> <li>• To act as a role model by demonstrating own high quality pastoral care and monitoring of students, continuous professional development and professional presence in the Academy.</li> <li>• Ensure the effective use of data to inform practice and high expectations;</li> <li>• Provide accountability to parents/carers for any identified targeted student issues.</li> <li>• Have a high presence across the Academy during the Academy day, break, lunchtimes and at the end of the Academy day.</li> <li>• Be an excellent role model for students and staff.</li> <li>• Contribute to the wider life of the Academy including lunchtime and after school clubs/activities and residential activities.</li> <li>• Attend Academy events and activities.</li> </ul>
<b>Support for the school:</b>	<ul style="list-style-type: none"> <li>• Be aware of and comply with policies and procedures relating to safeguarding, confidentiality and data protection, reporting all concerns to an appropriate person.</li> <li>• Show a duty of care to pupils and staff and take appropriate action to comply with health and safety requirements at all times.</li> <li>• Be aware of and support difference and ensure that all pupils have access to opportunities to learn and develop.</li> <li>• Contribute to the overall ethos, work and aims of the school.</li> <li>• Maintain good relationships with colleagues and work together as a team.</li> <li>• Appreciate and support the role of other professionals.</li> <li>• To attend all relevant meetings including morning briefings, staff meetings and parents evenings.</li> <li>• Participate in training and other learning activities and performance development as required to meet individual pupil needs including a First Aid qualification.</li> <li>• Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.</li> </ul>
<b>Accountability:</b>	<ul style="list-style-type: none"> <li>• To regularly review own practice, set personal targets and take responsibility for own personal development.</li> </ul>

<b>Notes</b>	<p>This document is an overview of the role. The responsibilities will include but are not limited to those listed above and it is anticipated that the role will evolve over time and the duties may change.</p> <p>This document does not form part of your contract of employment.</p> <p>This post will have contact with children and as such a satisfactory disclosure form the Disclosure and Barring service (DBS) is a required condition of employment.</p>
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### Person Specification

<b>Job title: Student Mental Health and Wellbeing Lead</b>	
<b>Qualifications and Training</b>	<b>E/D</b>
GCSE (or equivalent) in English and Maths at Grade C or above	E
Youth Mental Health First Aid	D
Recent evidence of commitment to own professional development	E
<b>Knowledge and Understanding</b>	
Knowledge of different groups of pupils (eg. Disadvantaged, SEND Code of Practice)	D
Knowledge of child protection and safeguarding issues	D
Knowledge of strategies for promoting positive mental health and wellbeing	E
<b>Skills and Experience</b>	
Experience of working with young people who have social/emotional/mental health difficulties	E
Excellent interpersonal and communication skills	E
Experience of using and analysing data	E
Ability to use ICT packages such as Microsoft Excel, Word, Outlook	E
Able to initiate, develop and maintain positive and strong relationships with various stakeholders such as parents, external agencies, students	E
Experience of dealing with difficult and challenging situations	E
Able to work under pressure and use own initiative where appropriate	E
Excellent organisational skills, able to prioritise tasks and manage time effectively	E
Experience of contributing to (and leading when required) training for staff development	D
<b>Personal Attributes</b>	
A passion and commitment for working with young people and a willingness to contribute to extra-curricular work of the academy	E
A strong commitment to improving the outcomes for students	E
Act as a role model for students and staff by setting high professional standards	E
Flexible and adaptable	E
Ability to use initiative and to work independently to meet the challenge of rapid change	E
Team player	E
Personable, approachable and able to gain the respect of others	E
Commitment to the safeguarding and promoting the welfare of children	E

Assessment against the criteria outlined above will be through the application form, letter of application, work related assessments, interview process and references.