

Behaviour & Emotional Wellbeing Officer



We are Humber Education Trust.



Application Pack

We are Humber Education Trust.



Our vision is to develop a high performing Multi Academy Trust that delivers the very best educational experience for all children and young people.

We grow, develop, support and improve our schools across the Trust, with a clear focus on raising standards, encouraging innovation and strengthening the ethos of the Trust to ensure that we have a positive impact on all of the children and young people within the Trust.

As a partnership, our strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness. As a trust, we drive these aims further and faster for the benefit of our pupils and our communities.

We are delighted to be recognised as one of the top performing Multi-Academy Trusts in the country*.

Humber Education Trust is supported by a strong Trust Board who provide effective support and the challenge required to ensure that we build on our track record of excellence to provide strategic partnerships to improve quality, share best practice and operate effectively and efficiently. We believe passionately that every penny that comes into a school should be spent on the development and provision of a first-class standard of education for all.

Humber Education Trust is a growing trust of 17 schools (13 primary schools and 4 special schools). We have a strong moral purpose and a determination

to provide the best education possible for the children in our care.

- We always put the needs of children first
- We celebrate what joins us and also what makes our schools unique
- We embrace links with other education providers as we seek the best outcomes for children
- We have high aspirations for everyone in the school community
- We personalise the support offered to pupils, staff members and schools alike
- We believe in system leadership
- We are passionate educators of everyone in the school community
- We welcome challenge as this promotes positive change
- We are determined to achieve the best outcomes for every individual
- We are relentless in our pursuit of excellence

Thank you for showing an interest in working within our Trust. I wish you well with your application.

*(based on KS2 outcomes and Trusts with more than 10 schools)



Rachel Wilkes OBE
Chief Executive Officer





Behaviour & Emotional Wellbeing Officer

BEHAVIOUR & EMOTIONAL WELLBEING OFFICER BROADACRE PRIMARY SCHOOL

Grade & Scale point: 6, Scp 14-19
Salary: £30,515 - £33,119 FTE, £22,534 - £24,457 Actual,
£15.82 - £17.17/hr
Hours of work: 32.5 hrs/wk
Contract: Permanent, Term time only (190 days)
Start date: ASAP following pre-employment checks

We have an exciting opportunity for an experienced Behaviour and Emotional Wellbeing Officer with exceptional behaviour management skills to join our team as soon as possible.

We are seeking a dedicated, highly organised, and emotionally resilient individual who is passionate about supporting young people and committed to making a positive difference to pupils' wellbeing, behaviour, and personal development.

In return, we offer a professional and friendly working environment within a school community where everyone is valued, respected, and supported.

JOB REQUIREMENTS:

- Take lead role in the development and implementation of appropriate behaviour management strategies, including at breakfast club, playtimes and lunchtimes
- Manage the supervision of pupils excluded from, or otherwise not working to, a normal timetable.
- Take a lead role in managing and delivering pastoral support to pupils, including those who are new to the school.
- Take a lead role in managing the speedy/effective transfer of pupils across phases/integration of those who have been absent
- Support the role of parents in children's personal development and learning and contribute to/lead meetings with parents to provide constructive support and advice.

THE SUCCESSFUL CANDIDATE WILL HAVE:

- GCSE English and maths Grade A-C (or equivalent Level 2)
- Level 3 Teaching Assistant qualification or equivalent
- Experience of working with vulnerable children and supporting children with emotional and behavioural difficulties
- Knowledge of the ways in which emotional distress manifests itself in children.
- Ability to produce detailed reports for social services, school nurse and other outside agencies

If you believe in the children in Hull, are passionate about our community and truly want to make a difference then we would love to hear from you.



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AS A MEMBER OF HUMBER EDUCATION TRUST, WE OFFER:

- Commitment to securing the very best provision and outcomes for all children.
- A Trust with expertise in every area of the curriculum, both in primary and special settings, through our Teaching & Learning Ambassadors and peer networks.
- Outstanding individually tailored continual professional development for staff at all levels.
- Staff who feel valued and supported in their roles.
- A caring and safe environment where we recognise the diverse needs of our community, ensuring our young people from all backgrounds thrive.
- Ethical working with mutual respect and collaboration.

HOW TO APPLY:

Please visit our [ETeach Careers page](#) to apply for this vacancy. All candidates are advised to refer to the job description and person specification before making an application.

Early application is encouraged. We will review applications throughout the advertising period and therefore reserve the right to close the advert early should sufficient applications be received.

Closing date for completed applications:

8am, Friday 2 October 2026

Interview date:

w/c 5 October 2026

Visits to the school are encouraged, please ring to make an appointment.

If you have any queries regarding the role or application process, please contact Kirsty McDonald, HR Administrator, at Broadacre Primary School on Tel: 01482 833033.

As part of Humber Education Trust's recruitment processes, in accordance with statutory Keeping Children Safe in Education guidance, an online search will be carried out on all shortlisted candidates. Those shortlisted for interview will also be required to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

CONDITIONAL OFFER:

Any offer of employment to this post will be subject to receipt of a satisfactory enhanced disclosure from the Disclosure Barring Service, Children's Barred List Check, Section 128 check where applicable, identity checks, medical clearance, proof of qualifications, satisfactory references and eligibility to work in the UK checks.

SAFEGUARDING STATEMENT:

Humber Education Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. We particularly welcome applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion.



HumberEducationTrust
Where everybody counts, every moment matters.



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JOB TITLE: Behaviour and Emotional Wellbeing Lead **DATE PREPARED:** May 2024

GRADE: 6

EVALUATION DATE: 2 May 2024 **JE NUMBER:** HET88

DIGNITY AT WORK: To show, at all times, a personal commitment to all children at Clifton Primary School. To treat all children and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Schools Equal Opportunities in Employment Policy.

PURPOSE:

To take a lead role within the school to address the behaviour and emotional needs of pupils who need particular help to overcome barriers to learning.

PRINCIPAL ACCOUNTABILITIES:

1.	To promote and safeguard the welfare of children and young people.
2.	Take a lead role in managing and delivering pastoral support to pupils, including those who are new to the school.
3.	Take a lead role in addressing the behavioural and emotional needs of pupils.
4.	Manage the supervision of pupils excluded from, or otherwise not working to, a normal timetable.
5.	Support in class or across classes where directed.
6.	Ensure comprehensive assessments of pupils to determine those in need of particular help.
7.	Assist teachers with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans.
8.	Establish productive working relationships with pupils, acting as a role model.
9.	Arrange and develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.
10.	Take a lead role in managing the speedy/effective transfer of pupils across phases/integration of those who have been absent.
11.	Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
12.	Challenge and motivate pupils, promote and reinforce self-esteem.
13.	Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
14.	Manage record keeping systems and processes.
15.	Take lead role in the development and implementation of appropriate behaviour management strategies, including at breakfast club, playtimes and lunchtimes.
16.	Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
17.	Administrative support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc., making phone calls etc.



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18.	Visit pupils/parents at home if required.
19.	Contribute to the overall ethos/work/aims of the school.
20.	Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
21.	Attend and participate in regular meetings including the weekly safeguarding meeting.
22.	Recognise own strengths and areas of expertise and use these to advise and support others.
23.	Participate in training and other learning activities as required.
24.	Support the role of parents in children's personal development and learning and contribute to/lead meetings with parents to provide constructive support and advice.
25.	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the school, as your employer and you as an employee. In addition to the employer's overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the schools Health and Safety policy.

GENERAL:

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the school are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the school.

DIMENSIONS:

1. Responsibility for Staff:

Ensure that all pupil information (welfare, behaviour logs, etc) and communication books/documents (daily, weekly and termly) are properly maintained and formally reports on the unit performance in this respect to the Governing Body on a termly basis. Ensure that all staff training is up to date, that staff understand how to use record keeping systems and understand their responsibilities in regard to safeguarding.

2. Responsibility for Customers/Clients:

Any child in school identified as needing emotional or behavioural support. Contributes to the assessment of needs within the schools/LA assessment and planning procedures. Participates in reviews and planning meetings and any other relevant forum to promote positive outcomes for children, young people and their families.

3. Responsibility for Budgets:

Provides information to support in the deployment of resources.

4. Responsibility for Physical Resources:

To manage resources necessary to support the emotional well-being of pupils including identifying and sourcing necessary resources.



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WORKING RELATIONSHIPS:

1. Within Service Area/Section:

To liaise with all teaching and support staff including office staff and lunchtime supervisors to identify children in need of support and deliver and tailor that support effectively.

2. With Any Other School Areas

To liaise with Social Services and any other local authority organisations to provide support for identified children and ensure their safety and well-being.

3. With External Bodies to the School

To liaise with any other appropriate organisations (e.g. Barnardo's) to provide support for identified children.

ORGANISATION CHART:

Headteacher

Deputy Headteacher

Assistant Headteacher/Phase Leader

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	Low	Moderate	High	Very High	Intense	Supporting Information
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).		x				Dealing with distressed children who may have behavioural problems.
WORKING CONDITIONS: Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		x				Dealing with children with behavioural problems on a day to day basis.
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.				x		Dealing with children who have difficult home circumstances and who may make distressing disclosures.



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PERSON SPECIFICATION

The information listed as essential is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.

*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation

		Essential	Desirable	How identified
1.	Qualifications:			
	GCSE English and maths Grade A-C (or equivalent – e.g. Certificate in Adult Literacy / Numeracy Level 2)	✓		AF
	Level 3 Teaching Assistant qualification or higher	✓		AF
	Safeguarding level 1	✓		AF
	Restorative Practices Facilitator Skills		✓	AF
2.	Relevant Experience:			
	Experience of working with children across the primary age range	✓		AF, R, I
	Experience of working with vulnerable children and supporting children with emotional and behavioural difficulties	✓		AF, R, I
	Experience of working with children from a variety of cultural backgrounds	✓		AF, R, I
3.	Skills (including thinking challenge/mental demands):			
	Motivation to work with children and young people	✓		AF, R, I
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓		AF, R
	Ability to form strong working relationships with families that offers both challenge and support	✓		AF, R
4.	Knowledge:			
	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	✓		AF, R, I
	A knowledge and commitment to working in line with Restorative Practices	✓		AF, R, I
	Knowledge of the range of issues that adversely affect children and families causing emotional distress; an understanding and knowledge of how to provide in-school support or where to access outside support	✓		AF, R, I
	Knowledge of the ways in which emotional distress manifests itself in children	✓		AF, R, I
5.	Interpersonal/Communication Skills:			
	Verbal Skills			
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people	✓		AF, R
	Ability to establish professional, effective working relationships and liaise with outside agencies	✓		AF, R
	Written Skills			
	To produce reports for social services, school nurse and other outside agencies	✓		AF, R



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		Essential	Desirable	How identified
	To maintain up to date records of concerns	✓		AF, R
6.	Other:			
	To maintain confidentiality on a need to know basis.	✓		AF, R, I

The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.

7.	Disclosure of Criminal Record:			
	The successful candidate's appointment will be subject to the School obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service.	✓		DBS Disclosure
	If the postholder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	✓		AF (after short listing)

I have read and accept the role of Behaviour and Emotional Wellbeing Officer.

Name:

Signed:

Date:

We are Humber Education Trust.

Our strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness. This is inclusion in its truest sense. We recognise that as every child needs different things to achieve the same end point, their full potential, so too do the schools that nurture and develop those children.

One size does not fit all.

Our commitment stretches across the breadth of our community with children firmly at the heart of all that we do. We are outward looking, embracing links with other education providers and agencies as we all seek the best outcomes for children.

We believe in innovative staff development opportunities at all levels, so that our teams enable our pupils and families to shine. We are passionate educators, both of ourselves and of others, prioritising resources to have the greatest impact, every minute of every day, on the children we serve.

We welcome challenge as this promotes positive change. Our determination to achieve the best outcomes for every individual means that we are relentless in our pursuit of excellence.

Only our best is good enough.

This is us. Humber Education Trust.





Join Our Team

We value our employees



The following **benefits** are available to employees within our academies:

Financial

- Competitive Salary
- Teacher's Pension & Local Government Pension Scheme
- Occupational Sick Pay
- Generous Leave of Absence Policy

Family Friendly

- Maternity, paternity and adoption leave
- Parental and dependent care leave
- Flexible working

Employee Benefits - Permanent Contracted Employees & Fixed Term

- Staff Wellbeing EAP - 24/7 support
- Confidential GP, nurse and counselling service
- Physiotherapy
- SAS Gym and 12 week weight management programme
- Preparing parents programme
- Financial wellbeing support
- Discounts on high street brands and stores via online discount platforms
- Discounted Gym Membership
- Discounted hotels via Hilton, Hampton by Hilton and Marriott Hotels

Professional Development

- Continuous Professional Development for all staff including mentoring and professional coaching
- Access to further qualifications, leadership courses, apprenticeships
- Supportive, diverse staff team, committed to collaboration and improvement, who will work with you to achieve your goals and make a difference to children and young people

The opportunity to make a real difference to the lives of our students



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Where everybody counts, every moment matters.