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| <b>Role:</b>           | Mental Health & Wellbeing Lead |
| <b>Department:</b>     | R.E.A.L. Education             |
| <b>Location:</b>       | All R.E.A.L. Education sites   |
| <b>Accountable to:</b> | Head of Behaviour & Attitudes  |

### **Purpose of role**

The Mental Health & Wellbeing Lead works closely with the Head of Behaviour & Attitudes to identify Learners who are experiencing poor mental health or who are at high risk of being affected by poor mental health and devise individual interventions.

### **Accountabilities**

- Work with school leaders and Learning Managers to identify learners who have SEMH difficulties.
- Take responsibility for a dedicated case load of learners working towards creating bespoke support plans to overcome and address the barriers to mental health.
- Develop a variety of innovative and engaging approaches to share across the company with a focus upon improving learner outcomes.
- Work alongside learners to build up trust and find out more about why they are not attending, developing bespoke packages to support their mental health and wellbeing.
- Work alongside parents/carers to build up trust and support them to improve their child's mental health and wellbeing through regular home visits and support.
- Visit identified learners weekly to build a relationship and support improved mental health.
- Develop packages for learners and their families which encompass out of school hours, including holiday periods, providing opportunities for learning outside of the classroom through recreational activities, in order to both retain contact and develop a culture of learning through engaging and fun activities.
- Liaise with other professionals to support parents/carers.
- Refer to other agencies, in consultation with the Learning Manager, when appropriate.
- Advise the Learning Manager of what approaches might help to encourage learners to engage with any programme changes that may benefit the learner.
- Attend any meetings deemed appropriate by the Lead Professionals and the R.E.A.L. Leadership Team to help improve mental health and wellbeing.
- Monitor mental health and wellbeing of assigned learners during the period of support and afterwards to ensure good mental and wellbeing is attained.
- Be aware of Safeguarding procedures and liaise with the DSO when required.
- Advocate for the young people in your care and be responsible for the safeguarding on a day to day basis; reporting all issues back to the designated Safeguarding Officer
- Maintain accurate records of home visits and learner engagement sessions and make available to

Lead Professionals and Head Teachers when requested.

- Support the Head teachers and Lead Professionals in the completion of reports and data collection for the SEF and reports to commissioning bodies.
- Support the Head Teachers and Lead Professionals in the collection and completion of all parental authorities and the collation of pupil information.
- Ensure that accurate and up to date learner records are maintained and regular feedback is given to the Head and Lead Professionals.
- Ensure that the health and safety and welfare of the student is maintained at all times.
- Implement the relevant policies and procedures pertinent to the role.
- Maintain confidentiality at all times and observe company GDPR Policy.
- Understand and comply with the school's Equal Opportunities policy.
- To be prepared to attend any training as required to support ongoing CPD and professional development according to individual performance management processes.
- To be prepared to offer peer support to other staff as and when requested by the Head or R.E.A.L. Leadership Team.
- Carry out any duties that may reasonably be regarded as within the nature of the role and responsibilities of the post as directed by the Head Teachers or lead professionals.
- Implementing and enhancing positive wellbeing aspects to the curriculum, providing information, teaching resources in collaboration with key curriculum leads and tutors
- Coordination and facilitation of school based interventions promoting a culture of reflection and understanding of possible underlying factors in relation to behaviour, attendance and mental health.
- Development of whole staff awareness and wellbeing including positive emotional wellbeing.
- Monitoring and recording of outcomes to review impact on individual learners and the whole school.
- To support the work of improving learners' mental health. Providing and delivering bespoke programmes to support and provide strategies to reduce learner anxiety as a barrier to attendance and learning.
- To support mental health interventions to support and reduce SRF's for individual learners that may be linked to anxiety , stress or sensory issues.
- To support Learning for Life days and raise awareness of mental health across the schools.
- Develop packages for learners and their families which encompass out of school hours, including holiday periods, providing opportunities for learning outside of the classroom through recreational activities, in order to both retain contact and develop a culture of learning through engaging and fun activities.
- The mental health lead will be responsible for the school's approach to mental health and wellbeing. They will also forge effective links with NHS mental health services.
- Promoting a positive ethos around emotional wellbeing and developing the whole school approach alongside the Leadership Team.

### Whole school approach

Developing and overseeing the whole school approach to mental health and wellbeing, including:

- How it's reflected in the design of behaviour policies, pastoral support and the curriculum (including in PSHE)
- How staff are supported with their own mental wellbeing
- How pupils and parents are engaged

#### Working with pupils with mental health needs

- Knowing what national and local mental health services are available, and signposting these to pupils and parents.
- Developing links with local mental health services.
- Supporting the identification of at risk pupils and pupils exhibiting signs of mental ill health
- Establishing and following a clear process if a concern is raised about a pupil's wellbeing
- Referring pupils to NHS services when appropriate.
- Coordinating the mental health needs of pupils within the school
- Overseeing the delivery of pupil interventions, where these are being delivered at school
- The outcomes of these interventions on pupils' education and wellbeing

#### Supporting other staff

- Making sure staff can:
  - Recognise signs and symptoms of mental health needs in pupils, and know what to do should they have a concern
- Supporting staff in contact with pupils with mental health needs to:
  - Help raise awareness, and
  - Give all staff the confidence to work with these pupils
- Sharing information about pupils with mental health needs with other members of staff where appropriate, so that there can be support throughout the school environment

#### **Performance indicators**

Able to meet annual performance management criteria to a good or outstanding standard.

Able to meet lesson observations to a good or outstanding standard

Adherence to the accountabilities and responsibilities in this job description, and adherence to organisational policies and procedures.

Able to demonstrate outcomes thinking through regular support and supervision.

Achievement of positive outcomes for young people.

#### **Key values and ethos of organisation**

Trust, Innovation, Achievement

## Person Specification

| <b>Knowledge</b>                                                                                                                                                                                                   | <u>Essential</u> | <u>Desirable</u> | <u>How</u> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|------------|
| Thorough knowledge of Special Educational Needs, social, emotional and learning development and associated factors that can impact on a young person's wellbeing and linked to the PSHE curriculum.                | X                |                  | I          |
| Demonstrate a sound knowledge of mental health needs and therapeutic practice.                                                                                                                                     | X                |                  | A, I       |
| Thorough knowledge of the different ways in which children and young people can be harmed and knowledge of relevant requirements and legislation concerning Child Protection and Safeguarding                      | X                |                  | A, I       |
| Knowledge of relevant legislation such as NHS, Social Care and Education structures, national policies and frameworks, evidence based practice including NICE guidelines                                           | X                |                  | A, I       |
| Sound knowledge of how to record, monitor and present information in a clear, concise manner that is easily understood. To understand the differences between facts and opinion in observations                    | X                |                  | I          |
| Some awareness of internal and external inspection and quality assurance frameworks for example Ofsted                                                                                                             | X                |                  | I          |
| <b>Experience</b>                                                                                                                                                                                                  |                  |                  |            |
| At least two years minimum of working with complex and vulnerable children and young people, or vulnerable adults within an educational setting or similar.                                                        | X                |                  | A, I       |
| Experience of working therapeutically with families and young people with complex needs                                                                                                                            | X                |                  | A, I       |
| Experience of planning, delivering and developing interventions for individual and group programmes to support skills for learning, positive behaviour, promoting attendance, social and emotional development and | X                |                  | A, I       |

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| healthy lifestyles.                                                                                                                                                                          |   |   |      |
| Experience of effective working in challenging environments                                                                                                                                  | X |   | I    |
| Experience in supporting and leading staff, delivering relevant training to peers and/ or staff professional development.                                                                    |   | X | I    |
| Experience of providing a range of intervention.                                                                                                                                             | X |   | I    |
| Experience of working in a multi agency environment using holistic approaches with young people, vulnerable adults and their families and careers.                                           | X |   | A, I |
| <b>Skills</b>                                                                                                                                                                                |   |   |      |
| Ability to work effectively as part of a team. Support staff with their own understanding and delivering therapeutic interventions and strategies with young people.                         | X |   |      |
| Ability to be resilient, flexible and adaptable to respond to the varying requirements of the role and change plans at a moment's notice                                                     | X |   |      |
| Have a high level of communication and interpersonal skills and have the ability to communicate with disaffected young people and their families                                             | X |   |      |
| Ability to collaborate with others and build effective relationships                                                                                                                         | X |   |      |
| Ability to remain enthusiastic, calm and consistent in stressful and difficult situations, to handle difficult situations with sensitivity and confidentiality and to be non-confrontational | X |   |      |
| Ability to be resourceful and imaginative to plan, design and deliver activities that encourages and supports the engagement of young people with complex need                               | X |   |      |
| Strong ICT skills including confidence in using the Google Platform.                                                                                                                         |   | X |      |
| <b>Education and Training</b>                                                                                                                                                                |   |   |      |
| A degree level qualification in a relevant field that is beneficial for                                                                                                                      | X |   |      |

|                                                                                                        |   |   |      |
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| the role.                                                                                              |   |   |      |
| Mental Health First Aid (Youth) Qualification                                                          |   | X |      |
| To be able to produce evidence of specific CPD relevant to the post.                                   | X |   |      |
| <b>Qualities</b>                                                                                       |   |   |      |
| Must hold a full UK Driving Licence, have access to a road worthy vehicle and have Business Insurance. | X |   | A    |
| Be committed to adhering to the organisation's policies, procedures and practices.                     | X |   | A, I |
| Be committed to delivering holistic family interventions.                                              | X |   | I    |
| Be driven to provide positive outcomes to children, young people and vulnerable adults.                | X |   | A, I |
| To support the core values of Trust, Innovation and Achievement.                                       | X |   | I    |
| Comply with necessary Enhanced DBS and Social Media checks.                                            | X |   | I    |

A - Application Form

I - Interview

T - Test

***Where internal employees do not meet particular essential criteria but have proven outstanding performance the organisation reserves the right to further progress their application***