

## Job Description

<b>Post:</b>	Mental Health and Well-being lead
<b>Pay range:</b>	SO1 Scale

Ivy is a charity whose purpose is to provide education for the public benefit – this vision is based on four principles: Ivy is one family; Good education is a birth right; Make it easy to make a difference; Local leaders know best.

### Overall purpose of the post:

The Mental Health and Well-being lead will be responsible for the development and oversight of the whole-school approach to mental health and wellbeing, including support for pupils, staff and the wider community. To understand the needs of all stakeholders and implement evidence-based strategies to address these needs. To upskill staff so that they are able to support pupils' mental health and wellbeing. To understand and build links with local mental health services and other external agencies. To champion the school's commitment to delivering excellent outcomes in whole-school mental health and wellbeing.

The role includes:

- Line managing our support services within school, including Place2Be and ELSAs
- As a Deputy Designated Safeguarding lead, ensuring that training and awareness for staff is up to date
- Managing Safeguarding referrals
- Managing Tiger Teams and other relevant interventions

### Main duties and responsibilities

#### Managing referrals

- Refer cases of suspected abuse and neglect to the local authority children's social care
- Support staff who make referrals to the local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme
- Refer cases to the police where a crime may have been committed

#### Working with staff and other agencies

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners
- Inform the headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- Liaise with, where available, the mental health support team, where safeguarding concerns are linked to mental health
- Act as the school link for Place2Be and review the service at least annually
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances

- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:
  - Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced
  - Identifying the impact that these issues might be having on children's attendance, engagement and achievement at school

The above includes:

- Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
- Line Manage ELSAs and evaluate the impact of this provision
- Identify, plan, deliver and assess training and development needs of staff with regard to supporting pupil mental health and wellbeing across the school, including providing INSET training
- Develop training and resources to make sure staff understand the school's interventions, and know how to spot early signs of poor mental health or wellbeing in pupils
- Make sure all staff are aware of the school's processes with regard to mental health and wellbeing, including the referral pathway for reporting and responding to mental health concerns
- Work collaboratively with other members of staff, including the designated safeguarding lead (DSL), special educational needs co-ordinator and Parent Support assistant to discuss pupils who need mental health and wellbeing support
- Coach, support and train staff who are in contact with pupils with mental health needs to implement appropriate strategies
- Champion staff mental health and wellbeing
- Support staff during the referrals process

### **Supporting pupils**

- Use and be able to adapt relevant tools to assess pupils' mental health and wellbeing needs
- Develop, lead and oversee the delivery of interventions to address pupil mental health and wellbeing needs, including 1-to-1, group and whole-class support
- Establish a clear process for referring pupils to NHS services when appropriate
- Develop effective plans to empower and involve pupils in contributing to the whole-school approach to mental health and wellbeing
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

### **Working with and supporting parents/carers**

- Engage with parents/carers to understand their mental health and wellbeing issues, as well as that of their children, and support them accordingly to make sure there is holistic support for them and their children
- Liaise with parents/carers to discuss strategies that can help promote positive mental health
- Provide guidance to parents/carers on navigating and accessing relevant local mental health services

### **Monitoring, evaluating and administrating**

- Monitor and evaluate the impact of interventions provided to individuals or groups of pupils or staff, to understand what is working and adapt the approach as needed, focusing on outcomes
- Lead and facilitate any school improvement priorities related to mental health and wellbeing
- Monitor the implementation of mental health and wellbeing processes, including the referral process and adapt them as needed

- Liaise with the governing board as required, such as by preparing reports on strategies, processes and interventions
- Make sure that record keeping is competent and clear at all times

### **Managing CPOMs and sharing information**

- Ensure child protection files are kept up to date
- Make sure records include:
  - A clear and comprehensive summary of the concern
  - Details of how the concern was followed up and resolved
  - A note of any action taken, decisions reached and the outcome
- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE)
- Where children leave the school (including in-year transfers):
  - Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE
  - Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help it put appropriate support in place
- Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)

### **Raising awareness**

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- Work with headteacher and the governing board to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the child protection policy is available publicly and parents and carers are aware that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements

### **Training**

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of annex C
- Undertake Prevent awareness training
- Refresh knowledge and skills related to safeguarding and mental health awareness at regular intervals and at least annually

### **Other areas of responsibility**

- LAC designated officer

The post holder will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role.

**All staff will:**

- Promote equality of opportunity
- Follow safeguarding guidelines and child protection policy/procedures
- Keep their own performance under review, contributing to monitoring, evaluation and review and participate in performance management/appraisal
- Promote positive attitudes and behaviour
- Be committed to achieving the Trust values
- Promote the Trust in the community
- Work in partnership with all colleagues including the Trust Board/ LGBs
- Support Codes of Professional Ethics/Safe Practice in the Staff Handbook
- Have regard for and act in accordance with Health and Safety policy/practice
- Celebrate success of pupils and staff



The post holder shall ensure that the duties of the post are undertaken with due regard of the Trust's policies and to their personal responsibilities under the provision of the Health and Safety at Work Act 1974 and all other relevant subordinate legislation.

The job description should not be viewed as a comprehensive description of the post. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. This job description may be amended at any time in consultation with the postholder.

Employees will be expected to:

- Comply with any reasonable request from those in a position of authority to undertake work of a similar level that is not specified in this job description
- Work with and alongside other staff to ensure that the Trust provides the best possible outcomes for all children

<b>Person Specification</b>	
<b>Post</b>	Mental Health and Well-being lead
<b>Pay range</b>	SO1

<b>Criteria</b>	<b>Qualities</b>
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>● GCSE or equivalent level, including at least a grade C in English and maths</li> <li>● ELSA training</li> <li>● DSL certification</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>● Experience of working with children of a relevant age, dealing with mental health and wellbeing challenges</li> </ul>

	<ul style="list-style-type: none"> <li>● Experience of working with outside agencies and participating in meetings</li> <li>● Experience of assessing the needs of others</li> <li>● Experience of delivering training courses and briefing sessions on mental health and wellbeing</li> <li>● Experience of delivering programmes for pupils with mental health and wellbeing challenges, including 1-to-1, small group and whole-class activities</li> <li>● Experience of coaching and advising others on suitable interventions</li> <li>● Experience of working closely with families/carers</li> </ul>
<p><b>Skills and knowledge</b></p>	<ul style="list-style-type: none"> <li>● Strong listening skills and proven ability to deal with sensitive situations with integrity</li> <li>● Proven ability to communicate effectively with adults and children, including through written and verbal communication</li> <li>● Proven ability to create good relationships with pupils, staff and parents</li> <li>● A well-developed understanding of strategies to manage and support young people and adults with mental health and wellbeing challenges in a school environment</li> <li>● Proven ability to tailor interventions to individuals' needs</li> <li>● Knowledge and understanding of the triggers that can lead to poor mental health and wellbeing</li> <li>● Excellent understanding of safeguarding policies and procedures and their role in child protection</li> <li>● Proven ability to be flexible to changing workload demands and new challenges</li> <li>● Ability to use IT systems and to conduct analysis and produce reports</li> </ul>
<p><b>Personal qualities</b></p>	<ul style="list-style-type: none"> <li>● Willingness to provide the best possible opportunities for all pupils</li> <li>● Well-developed sense of empathy</li> <li>● Organised, proactive and self-motivated</li> <li>● Good time management skills</li> <li>● Commitment to upholding and promoting the ethos and values of the school</li> <li>● Ability to work under pressure and prioritise effectively</li> <li>● Commitment to maintaining confidentiality at all times</li> <li>● Committed to safeguarding, equality, diversity and inclusion</li> </ul>