

Social, emotional, mental and health lead

JOB DESCRIPTION AND PERSON SPECIFICATION

JOB TITLE	Social, emotional, mental and health lead
37 hours a week	Term time only +2 weeks allocated by the headteacher
PURPOSE OF JOB: The purpose of the post is to: <ol style="list-style-type: none">1. Promote positive mental, social, emotional and physical health in staff and students. This is through training, overseeing PDWB trackers, CPD for staff and children.2. Identify students and staff who may need particular support, guidance, information, teaching and escalation.3. Deliver interventions to support students and staff including through staff training such as accredited mental health training. From students identified by the head of additional needs, the purpose is to teach bespoke programmes and measure their impact.4. Refer and commission internal and external support. Diagnose need in staff and students.5. Work across the Academy: coordinating and collaborating with colleagues; organising meetings and CPD; leading on MSEH.	
KEY RESPONSIBILITIES <ol style="list-style-type: none">1. Promoting Positive Mental Health<ul style="list-style-type: none">• To work with the headteacher, senior leaders and staff in the Academy in setting a culture that values all students, allows them to feel a sense of belonging, and makes it possible to talk about problems in a non-stigmatising way.• To work with leaders in setting high expectations for all students with consistently applied support.• To work with the Special Educational Needs Co-ordinators (SENCO) and head of additional needs, to ensure that all adults working in the school understand their responsibilities to children whose persistent mental health difficulties mean they need special education provision.• To work with the parents and carers as well as students themselves, ensuring their opinions and wishes are taken into account.• To provide continuous professional development for staff that makes it clear that promoting good mental health is the responsibility of all members of school staff and community, informs them about early signs of mental health problems, what is and isn't a cause for concern, and what to do if they think they spotted a developing problem.• To work with SLT, pastoral staff, the SENCO to develop clear systems and processes to help staff who identify children with possible mental health problems• To work with others to provide interventions for students with mental health problems: To assess, to plan, to action and to review.	

- To deliver MHFA (Youth) 2 day qualification to colleagues as required.
- To deliver interventions linked to the PDWB grid priorities.
- To deliver whole school staff training on promoting positive mental health when required
- To work collaboratively with the academy PSHE leads to incorporate mental health into the curriculum

2. Identification

- To use academy systems to prioritise students whose patterns of attainment, attendance or behaviour might indicate a cause for concern.
- To communicate effectively with parents, mentors, team leaders, student managers, SENCO and SLT to spot where bad or unusual behaviour may have a root cause that needs addressing.
- To monitor closely groups of students more vulnerable to mental health difficulties, for example looked after children, children with SEN, children from disadvantaged backgrounds.
- To work closely with the SENCOs in using evidence-based tools such as strengths and difficulties questionnaire and Boxall Profile.
- To maintain accurate records of all interventions and measure impact

3. Interventions

- To provide appropriate interventions that enable students with mental health problems to achieve in life with those students without such concerns.
- To use the curriculum in order to highlight contributory factors to mental health problems.
- To work with SLT and SENCOs to provide positive classroom management and small group work.
- To work with groups of students to ensure that ESMH issues do not occur such as equality and diversity groups.
- Collate and gather student voice and feed this back into the academy and director of additional needs to improve provision.
- To provide mentoring to students with mental health problems.
- To work closely with SENCOs in order to liaise with Educational Psychologists and CAMHS.

- To develop social skills of students with mental health problems.
- To work with parents and carers in supporting the needs of children with mental health problems.
- To advise (alongside the SENCO) staff in meetings with needs of students more complex mental health problems.

4. Referral and Commissioning

- To link with local, regional and national initiatives. To provide latest guidance, information and support to students and school staff. Understand that students in key groups need bespoke advice, guidance and support which may differ from other groups e.g. LGB and T students.
- To refer (alongside SENCO) serious cases to CAMHS.
- To implement a clear process of identification.
- To provide detailed documentary evidence of the symptoms.
- To encourage the students and their parents to speak to their GP.
- To work with the local specialist CAMHS and other groups such as Stonewall, Mermaids etc.
- To understand the criteria that will be used by specialist CAMHS.
- To have a close working relationship with local CAMHS.
- To consult CAMHS about the most effective things the school can do to support children.
- Developing mutually beneficial links between the school and the wider community.
- Support teaching staff in their responsibility to enable students to maximise their potential and achievements by providing a safe and appropriate working environment and an efficient and cost effective range of support services.

SPECIAL CONDITIONS

Willingness to undertake occasional additional hours in order to maintain an effective service.

A thirty-minute lunch break is mandatory

PERSON SPECIFICATION

EXPERIENCE

- Several years' experience working in a emotional, social, mental health

QUALIFICATIONS/TRAINING

- NVQ Level 3 or equivalent qualification or experience in relevant discipline.
- Excellent numeracy/literacy skills with evidence of GCSE A*-C English and Mathematics.

KNOWLEDGE/SKILLS

- Effective use of specialist ICT packages/equipment/resources.
- Full working knowledge of relevant policies/codes of practice/legislation.
- Ability to interpret advice/statute and to devise protocol/practice in the light of these.
- Ability to persuade, motivate, negotiate and influence.
- Ability to organise, lead and motivate other staff. Ability to lead teams.
- Ability to plan and develop systems.
- Ability to relate well to children and adults.
- Work constructively as part of a team, understanding Academy roles and responsibilities and own position within these.
- Ability to identify own training and development needs and cooperate with means to address these
- Ability to self-evaluate learning needs and actively seek learning opportunities.
- Take responsibility and accountability.
- Demonstrates a positive attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.
- Is adaptable to change / embraces and welcomes change.

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment. E-ACT is committed to promoting equality of opportunity and diversity.

E-ACT PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Principal leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

THINKING BIG

Show energy, enthusiasm and passion for what you do

Demand the highest quality in all that you do, and in the work of your team

Willing to champion new ideas and think beyond the status quo

Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better

Be open to new ideas and change where it will have a positive impact on the organisation

Show a willingness to embrace different ideas and ways of thinking to improve E-ACT

Ability to 'look outside' - to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work

Commitment to self-development, and developing your wider team

Ability to self-reflect on yourself, your performance, and to think about how this could be improved further

Ability to encourage ideas from others in order to improve the organisation and build your team's confidence

DO THE RIGHT THING

Have integrity and honesty in all that you do

Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work

Take responsibility and ownership for your area of work

Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils

Be transparent and open

Be resilient and trustworthy

Stand firm and stay true to our mission

SHOW TEAM SPIRIT

Understand how you can have a greater impact as a team than you can as an individual

Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission

Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level

Recognise and celebrate the success and achievements, no matter how small, of your colleagues

Be generous with sharing your knowledge to help to develop others
Understand and be willing to receive suggestions and input on your area of work from others
Support your colleagues, even when this means staying a little later, or re-prioritising some of your work
Be aware of other peoples' needs and show an ability to offer genuine support
Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams