**Job Description: Senior Mental Health Lead**

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| **Post Details** |  |
| **School/setting:** | Twynham School |
|  **Post type:** | Support Staff |
| **Grade/Pay Level:**  | Grade 9 |
| **Responsible to:** | Deputy Headteacher, Pastoral |

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| **Main Purpose** |
| To undertake the role of school Senior Mental Health Lead, undertaking the relevant training and being accountable for supporting an identified caseload of young people in Years 7-11 who have met threshold for support.To be responsible for implementing a strategic approach to support student mental health and wellbeing across Twynham School. To be the pastoral leader for Twynham Sixth Form, directly supporting post 16 students to enhance their emotional health and well-being (SEMH).To be the point of contact for a range of outside agencies related to young people’s mental health and wellbeing including but not limited to CAMHs and the Mental Health in Schools Team. |

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| **Duties and Responsibilities** |
| **Strategic*** Oversee the development of effective mental health and wellbeing provision in line with the government guidance for Senior Mental Health Leads.
* Develop and maintain a visible policy that sets out how the school supports students’ mental health and wellbeing.
* Develop and implement a strategic plan to ensure processes are in place to increase positive mental health and wellbeing.
* Assess and report to leaders on students’ mental health needs through confidential surveys, feedback and analysis of data and trends.
* Work closely with other members of school leadership team on the development and implementation of school's approach to mental health and wellbeing. Where necessary linking the approach to other policies and processes, for example safeguarding, behaviour, attendance and attainment.
* Work alongside the Director of Sixth Form and Heads of Year 12 and 13 to provide effective pastoral care for Post 16 students in Twynham Sixth Form.
* Provide training and support for pastoral leaders and relevant members of staff regarding mental health and wellbeing approaches.
* Ensure a high profile within school for national and/or local mental health and wellbeing initiatives.
* Responsible for any budget allocated to Mental Health provision in the school. Including how this is allocated, ensuring correct processes are followed and how the impact of these provisions are measured.

**Tactical** * Work closely with the Head of PSHE to ensure the curriculum includes awareness of developing positive mental health and emotional resilience.
* Develop and lead an effective early intervention and prevention strategy that enables all students to access support for their mental health and wellbeing.
* Coordinate the school’s provision for pupil’s mental health needs, including oversight of interventions where they are being delivered by staff.
* Build positive and effective professional relationships with external agencies and support networks to enable students to access relevant and timely external support.
* Oversee the mental health and wellbeing interventions that take place in school. In practice, this could mean: developing pathways to support for more vulnerable young people with mental health or other needs; coordinating the delivery of specialised interventions within school and liaising with external agencies such as local CAMHS, Mental Health Support Teams or local community provision.
* Work collaboratively with a team of key staff members who can support the implementation of whole school mental health and wellbeing.
* Champion and always promote staff wellbeing. Including providing staff wellbeing training or support where necessary.

**Operational*** Work with selected pupils out of the classroom situation.
* Develop 1:1 mentoring arrangements with pupils which enable the pupil to agree plans and targets to move forwards.
* Provide support to pupils to enhance their emotional health and well-being (SEMH).
* Assist in organising assemblies and deliver small group interventions (ELSA).
* Act as a positive role model.
* Liaise with parents/carers as appropriate.
* Network with other pastoral support workers/learning mentors, teachers and external professionals, e.g. educational psychologist.
* Participate in comprehensive assessment of pupils to determine those in need of particular help.
* Plan effective actions for pupils at risk of underachieving.
* Be pro-active in gaining comprehensive personal knowledge of Local Authority/local/national sources and contacts in order to facilitate access to services, activities, courses, organisations and individuals to provide support for pupils and broaden and enrich their learning.
* Monitor and evaluate pupils’ responses and progress against action plans to learning activities through observation and planned recording.
* 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.
* To be the lead professional overseeing risk assessments and safeguarding for students with mental health needs.
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| **Safeguarding Duties and Responsibilities** |
| * Promoting and safeguarding the welfare of children and young people in accordance with the school’s Safeguarding and Child Protection policies.
* To act as one of the Deputy DSLs (‘DDSL’) for the school, maintaining Level 3 Safeguarding Training and contributing to the safeguarding and welfare of the students, which may include the following.
	+ Co-ordinating with the Designated Safeguarding Lead (DSL) to ensure that, during school hours in term-time, either the DSL or a DDSL is always available for staff to discuss any safeguarding concerns with
	+ Deputising for the DSL as required for managing referrals to children’s social care, the Channel programme and/or Police (including liaising with other staff and agencies so that children’s needs are considered holistically)
	+ To attend CIN and CP conferences as required, sharing relevant information with agencies and bringing key information back into school. Continually refresh CP/safeguarding knowledge and skills and keep up with developments
	+ Act as a source of support, advice and expertise for all staff and as a point of contact for safeguarding partners
	+ To liaise with a range of outside agencies to get the best outcomes possible for pupils
	+ To take an active role in the use of My Concern and contribute to appropriate child protection recordkeeping
	+ To actively contribute to safeguarding discussions with all safeguarding leaders in order to identify patterns and proactively seek solutions as a team
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| **Other Duties** |
| * Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equal opportunities and data protection, reporting all concerns to an appropriate person.
* Attend and participate in relevant meetings as required.
* Participate in training and other learning activities and performance development as required.
* Recognise own strengths and areas of expertise and use these to advise and support others.
* Supervise pupils on visits, trips and out of school activities as required.
* Clerical/admin support e.g. dealing with correspondence, making phone calls etc.
* Further admin support at a higher level e.g. compilation/analysis/reporting on attendance, exclusions etc.
* Take part in multidisciplinary meetings and assessments etc.
* Undertake relevant and appropriate further training.

All Twynham Learning staff may periodically be expected to carry out tasks and duties within their area of competence that are not listed herein, as directed, to meet the needs of the Trust. The particular duties and responsibilities may vary from time to time. |

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| **Twynham Learning Attributes for all Staff** |
| * Ambition for excellence
* Professionalism
* Humility
* Championing change
 | * Inclusiveness
* Positivity
* Community-mindedness
* Being collaborative
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| **Qualifications, Knowledge, Skills and Attributes** |
| **Essential:*** Minimum pass in GCSEs A-C Maths and English (or equivalent)
* Additional training or qualifications related to young people’s mental health or wellbeing
* Experience of working with young people
* Thorough knowledge and understanding of safeguarding children
* Ability to manage the behaviour of pupils to promote and maintain order and a calm working environment for pupils
* Ability to support the processes and procedures for pupils learning
* Ability to work at own initiative and as part of a team
* Ability to work in a flexible and responsive way with tact, discretion and confidentiality
* Ability to relate well to children and adults
* Ability to think creatively to deliver learning
* Ability to work under pressure and manage time effectively
* Excellent communication skills
* Commitment to providing equal opportunities
* Ability and willingness to work collaboratively and supportively within the school team
* Build effective and professional working relationships with parents, staff, LAB Members and the wider community
* Is committed to their own professional development
* Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication.

 **Desirable:*** Accredited Senior Mental Health Lead training
* Level 3 Safeguarding
* Experience as a Deputy Designated Safeguarding Lead
* Experience of working in a school setting and/or experience of having worked in a setting to support young people’s mental health and wellbeing
* A willingness to attend courses as required to enhance the knowledge, understanding and skills to improve the level and quality of support given to students and teachers is essential.
* Completion of ELSA and/or Mental Health First Aid training is desirable
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| **Notes** |
| * This job description may be amended at any time in consultation with the postholder.
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| **Key to Acronyms Used/Glossary of Terms Used in this Job Description** |
| * SEMH = Social, emotional and mental health
* PSHE = Personal, social, health and economic
* LAB = Local Advisory Board
* DSL = Designated Safeguarding Lead
* DDSL = Deputy Designated Safeguarding Lead
 | CAMHs = Child and Adolescent Mental Health ServicesELSA = Emotional Literacy Support AssistantCIN = Child in NeedCP = Child ProtectionELSA = Emotional Literacy Support Assistant |