



"let your light shine before others" Mt5

St Paul's Catholic School

Senior Mental Health Lead

Job Description

Job details

Salary: Band 5 Points 19-24 £25,927 - £29,174 per annum full time equivalent – Actual Salary £22,269 to £25,058

Hours: 37 (Monday to Friday 8am to 4pm with one 3.30 finish)

Contract type: Term Time (39 weeks) Permanent

Reporting to: The Vice Principal and Principal

Main purpose

To develop and oversee the whole-school approach to mental health and wellbeing, including support for students, 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 students' 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. To support families with coping with mental health and well being.

Duties and responsibilities

Whole-school approach

- Create, implement and sustain a whole-school approach to mental health and wellbeing, including:
 - Tailoring it to the school's needs, including students, staff and parents
 - Working closely with relevant members of staff to make sure the approach is linked with other policies and processes, for example safeguarding, behaviour, attendance and attainment
 - Monitoring and evaluating the impact of the whole-school approach to continually improve it, including asking for staff, student and parent feedback
- Build working links with appropriate local mental health services and external agencies to co-ordinate mental health provision across the school
- Work with the school counselling service Faith in Families to help support students and parents
- Work with relevant members of teaching staff to review the school's curriculum and make sure there are cross-curricular approaches that promote positive mental health and wellbeing
- Develop a school-wide mental health and wellbeing policy that details the whole-school approach as well as guidelines and processes for staff to follow
- Create and maintain a comprehensive range of evidence-based resources to help students, staff and parents manage their own mental health

Supporting students

- Use and be able to adapt relevant tools to assess students' mental health and wellbeing needs
- Develop, lead and oversee the delivery of interventions to address student mental health and wellbeing needs, including 1-to-1, group and whole-class support
- Develop, lead and oversee an effective early intervention and prevention strategy that identifies students exhibiting early signs of poor mental health or wellbeing, and provides them with access to timely support
- Establish a clear process for referring students to NHS services when appropriate
- Implement a process to identify students who may have additional needs, working with other staff across the school to use pre-existing documents, such as education health and care plans, where appropriate
- Develop effective plans to empower and involve students in contributing to the whole-school approach to mental health and wellbeing

Working with and supporting staff

- Identify, plan, deliver and assess all training and development needs of staff with regard to supporting student mental health and wellbeing across the school, including providing
- 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 students
- 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 Heads of Year, AHOY, DSL, SENCO, Faith in Families and Pastoral support to discuss students who need mental health and wellbeing support
- Coach, support and train staff who are in contact with students with mental health needs to implement appropriate strategies
- Assess staff mental health needs confidentially and develop an approach to address these needs
- Champion staff mental health and wellbeing

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 students 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
- How mental health and well being is reflected in the design of behaviour policies, pastoral support and the curriculum (including in PSHE)
- Monitor the implementation of mental health and wellbeing processes, including the referral process and adapt them as needed
- Analyse and report on mental health and wellbeing data termly, and draw up action plans where 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
- Ensure concerns and actions are logged on CPOMS

Essential training and ongoing development

- Access and use tools, strategies and resources to support their own mental health so that they can look after themselves
- Have up-to-date knowledge of the relevant local mental health services, including an understanding of the local triage and referral process for mental health support
- Reflect on personal development needs, including the needs of the school, and attend relevant training in order to be effective in the role in the school
- Attend conferences and/or workshops to acquire new knowledge and maintain understanding of best practice in school mental health and wellbeing
- Complete the DFE Mental Health training

Working with local services and external agencies

- Work in partnership with local service providers and mental health professionals to make sure the needs of students and relevant adults are known, understood and used to shape the local support offer
- Identify and access the most appropriate statutory or independent mental health service provision available in the local area

Other areas of responsibility

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and the school's safeguarding and child protection policies
- Work with the DSL to promote the best interests of students, including sharing concerns where necessary
- Promote the safeguarding of all students in the school
- Use CPOMS

Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • GCSE or equivalent level, including at least a grade C in English and Maths • Recent training in mental health support is desirable • First aid training will be provided
Experience	<ul style="list-style-type: none"> • Experience of working with students of a relevant age, dealing with mental health and wellbeing challenges • Experience of working with outside agencies and participating in meetings • Experience of assessing the needs of others • Experience of delivering training courses and briefing sessions on mental health and wellbeing • Experience of delivering programmes for students with mental health and wellbeing challenges, including 1-to-1, small group and whole-class activities • Experience of coaching and advising others on suitable interventions • Experience of working closely with families/carers
Skills and knowledge	<ul style="list-style-type: none"> • Knowledge of the Mental Health act • Strong listening skills and proven ability to deal with sensitive situations with integrity • Proven ability to communicate effectively with adults and children, including through written and verbal communication • Proven ability to create good relationships with students, staff and parents • A well-developed understanding of strategies to manage and support young people and adults with mental health and wellbeing challenges in a school environment • Proven ability to tailor interventions to individuals' needs • Knowledge and understanding of the triggers that can lead to poor mental health and wellbeing • Ability to review policies and procedures • Excellent understanding of safeguarding policies and procedures and their role in child protection • Proven ability to be flexible to changing workload demands and new challenges • Ability to use IT systems and to conduct analysis and produce reports

Personal qualities	<ul style="list-style-type: none"> • Willingness to provide the best possible opportunities for all students • Well-developed sense of empathy • Organised, proactive and self-motivated • Good time management skills • Commitment to upholding and promoting the ethos and values of the school • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Committed to safeguarding, equality, diversity and inclusion • take responsibility for personal development and training as a consequence of the performance review cycle • Attend team and staff meetings as appropriate, contributing actively whenever possible • Provide a courteous, prompt and polite service to all members of the school community, including parents/carers, students, all staff, contractors and suppliers and other visitors • Be aware and comply with all relevant policies and procedures within the school, particularly those relating to child protection, equality, health and safety and confidentiality. It is the duty of all colleagues to report breaches of school policies or procedures to the Headteacher