

## **Job Description \_ Mental health and well-being coach**

**Contracted for 28.45hours**

### **Purpose of Role**

To support and maintain the overall mental health and well-being of our pupils.

To raise attainment of pupils with SEMH through a range of teaching and learning activities under the professional direction and supervision of the Head teacher, Pastoral lead and SENCo.

### **Principle Duties**

To provide support for pupils, including those with SEMH difficulties, teachers, families and the whole school.

### **Main Duties of The Nurture Room; The Hive**

- SEMH Pastoral support, mental health and well-being intervention.
- Supporting Nurture principles, age appropriate
- ELSA. Emotional Literacy, Emotional safety, Emotional health and Effective communication
- Applying Attachment theory principles to support learning in school, including P.A.C.E.
- Therapeutic support and care
- To observe and record SEMH barriers to learning
- Proactive and reactive individual pupil support plans around, coaching models, applying coping strategies, stress management, planned actions, updated reports and outcomes
- Behaviour support plans to identify, measure and manage behaviour that challenges and to facilitate change
- To facilitate opportunities to build upon self-esteem, self-efficacy, promoting success and achievements
- Promote pupil self-care and affirmation and independent learning
- Emotion control, De-escalation, Self-regulation, Reflection, Recovery and Repair
- Restorative principles and practise
- SEMH data and measures recorded via SDQ, QCA and Sterling children wellbeing scale, the pupil voice
- SMART targets to support and track progress and outcomes
- Organisation, structured and collaborative practise and independent working practice
- Applying safeguarding and child protection procedures in line with school policy
- Coaching parameter boundaries, expectations, ethics etc.
- To promote high expectations and independence within working practice

### **Coaching**

A coach is task and performance focused - they evaluate, observe, feedback, measure impact and adjust coaching to promote a positive outcome to learning.

A Mental Health and Wellbeing Coach does not specialise in treating complex clinical problems. They support children and young people to manage emotions, challenge negative thinking patterns, improve relationships and self-esteem, and reduce stress and anxieties, to boost overall mental health.

Principles and practises from evidence based therapies are implemented, including; CBT- Cognitive behaviour therapy, ACT- Acceptance and commitment therapy and DBT- Dialectical behaviour therapy.

### **Teaching and Learning**

1. To observe and monitor pupil's response to learning tasks and support them in modifying approaches accordingly.
2. To design and implement a range of strategies to support pupil's mental health and wellbeing when seen as a barrier to learning and achieving.
3. To support teachers in selecting and preparing teaching resources that meet learners SEMH needs and interests.
4. To support inclusive practise throughout the learning environment.
5. To contribute to identifying and undertaking appropriate activities out of class which consolidate and extend work carried out in class.
6. To support teachers in evaluating pupils progress through a range of monitoring and assessment relating to SEMH.
7. To monitor pupil participation and progress, providing constructive feedback to support them as they learn.
8. To provide feedback to staff on learning participation and progress.
9. To contribute to maintaining and analysing records of learner's progress.

### **Support for School**

1. To support all staff to meet the needs of individual pupils.
2. Assist in carrying out whole school responsibilities e.g. health and safety confidentiality safeguarding and first aid.
3. Help to maintain a safe and inclusive environment for all learners and staff.

### **General Requirements**

1. Attend and participate in meetings training and development activities as required.
2. Participate in schemes of assessment professional development and review.
3. Establish constructive relationships and communicate effectively with other agencies professionals to support achievement and progress of learners.
4. Be an effective role model for the standards of behaviour expected of pupils.
5. Have due regard to confidentiality child protection procedures, health and safety, other statutory requirements and the policies of the governing body and local education authority.

### **Professional Views and Practises**

1. Have high expectations of all pupils respecting their social cultural linguistic religious and ethnic background and being committed to raising their attainment and academic achievements.
2. To treat pupils consistently with respect and consideration and being concerned with their development.
3. To use behaviour management strategies in line with the school behaviour policy that contributes to a positive inclusive and purposeful learning environment.
4. To work collaboratively with colleagues as part of professional team and carry out roles effectively knowing when to seek help and advice from other colleagues.
5. To reflect upon and seek to improve personal practise.
6. To work with school's policy and procedures and to be aware of legislation relevant to personal role and responsibilities in line with the school.
7. To build and maintain successful relationships with pupils, parent's / carers and staff.

### **Line Manager and Responsible to**

Current line manger Mrs J Aspden , School Pastoral Leader.

### **Essential Qualifications and Experience Required:**

- SEN / HLTA
- ELSA
- Attachment theory training
- Mental health and wellbeing level 3

### **Desirable Qualifications Undertaken to Support this Role**

- TQ UK Level 3 certificate in understanding mental health.
- TQ UK level 2 certificate in understanding children and young people's mental health.
- TQ UK level 2 certificate in counselling skills.
- Restorative Justice
- Level 2 safeguarding.