



St Gabriel

the Archangel

Catholic Multi-Academy Trust

Pastoral Coordinator SEMH, Trauma Support
and Thrive Manager

Job Description

*Forming Christ-centred pilgrims of hope, with kind hearts,
questioning minds, a thirst for knowledge and a hunger for justice.*

St Gabriel the Archangel Catholic Multi-Academy Trust

Introduction

The Pastoral Coordinator SEMH, Trauma Support and Thrive Manager connects the links between, behaviour traits, high pupil absence, directors of achievement, staff concerns and the social emotional wellbeing (SEW) of young people at the school.

The leader evaluates SEW of pupils and allocates effective / appropriate support and intervention for students. Interventions are routinely evaluated and quality assured for impact.

The leader develops and line manages a team around the pupil to enable them to succeed educationally, socially and emotionally. This team will consist of internal (school) expertise and external agencies.

Key Responsibilities

Duties/responsibilities

- Thrive Lead (social emotional development of young people)
- Senior mental health lead
- Senior Attendance Team Officer

Line Manage

- Thrive worker
- Pastoral Community Support Manager
- Thrive Apprentice

Thrive lead

- Organise appropriate provision and allocate staff timetables to staff appropriate intervention, every 6 weeks
- Collate and action referrals from staff and communicate intervention with school teams
- Oversee the day to day operation of the Thrive Centre
- Seek new opportunities for students to 'thrive'
- Coordinate and deliver weekly Thrive meetings with staff
- Action requests by staff at weekly meetings e.g. visits, pupil premium requests, orders
- Meet individual staff every six weeks and evaluate intervention strategies and impact

- Record and monitor all student support on Arbor and track progress for students and leaders, providing reports and impact evidence as and when necessary

Attendance

- Monitor accuracy and frequency of all attendance marks on Arbor
- Communicate absent line information to school teams and attendance team
- Lead in managing attendance by monitoring persistent absence and developing the most appropriate intervention for students
- Coordinate and deliver weekly attendance meetings with staff and plan appropriate intervention to meet attendance targets
- Provide the most appropriate intervention tools to support persistently absent students
- Provide a series of reward schemes to recognise students meeting attendance milestone targets
- Meet with EWO and feedback concerns, actions and interventions for persistently absent students
- Manage, lead and document level 2 pre-proceedings meetings and action legal referrals with Education Welfare Service
- Employ and facilitate the EBSNA pathway for students at risk of non attendance

Senior Mental Health Lead

- Lead in submitting both Reflections and CAMHS referrals for students with mental health needs
- Two weekly meetings with Reflexions link worker and co ordinate a joint approach to supporting students following a referral
- Working towards Wellbeing Charter Award for OLSC
- Working towards Attune Silver Award
- Organise whole school events for World Mental Health Day / #HelloYellow/Children's mental health week
- Monthly meetings with Wolverhampton Wellbeing Network who support school in driving support for young people at risk of poor mental health
- Coordinating student leadership opportunities e.g. Mental Health Champions
- Identify and coordinate external agency support who partner school in providing meaningful and helpful intervention e.g. Huggle Pets, X2Y LGBT Support, Wilderness Wanderers, Reflexions, CAMHS
- Meet SENDCo weekly to triage students for mental health/SEN support and identify actions

Targets

- To achieve Attune Silver for school
- Successfully manage and grow Thrive as a support network for students
- Drive attendance standards across school ensuring data is above national standards

Developing self and working with others

In addition to the ability to perform the duties of the post, issues relating to Safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- **Motivation to work with children and young people.**
- **Ability to form and maintain appropriate relationships and personal boundaries, adopt and promote “Don’t Walk On By” policy and comply with all safeguarding requirements with children and young people.**
- **Emotional resilience in working with challenging behaviours**
- **Attitudes to use of authority and maintaining discipline.**

Safeguarding Commitment

St Gabriel the Archangel Catholic Multi-Academy Trust is fully committed to safeguarding and promoting the welfare of children and young people. The Trust expects all staff and volunteers to share this commitment and comply with safer recruitment procedures, including an enhanced DBS check and Children’s Barring List check.

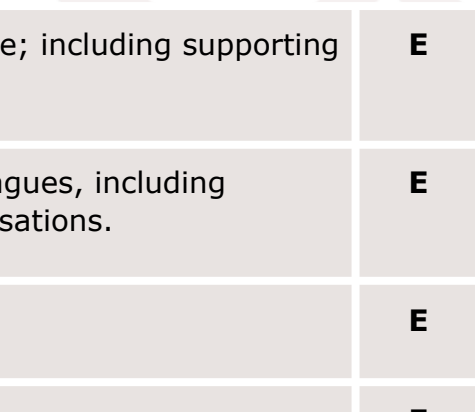
Person Specification

E = essential

D = desirable

| Qualifications | |
|---|----------|
| Degree holder with relevant course. For example, BSC (Hons) Social Psychology | E |
| Level 2 Qualification or equivalent English and Maths | E |

| Experience | |
|--|----------|
| Thrive training | D |
| Senior Mental Health Lead Training | E |
| DSL | D |
| EBSNA Pathway trained | E |
| Line Management Experience | D |
| Knowledge of: Trauma Informed Approaches, Adverse Childhood Experiences and OSARA problem solving | D |
| Experience of working with young people from different contexts and age groups to empower / raise aspirations | E |
| Understanding of progress and achievement data at KS3, KS4 and Post 16 | D |
| Knowledge of attendance policies / national absence rates and research (EEF) to improve attendance to school | E |
| Excellent communication and listening skills | E |
| Effective use of systems to log key information and evaluation skills (Arbor, SISRA, CPOMS...) | E |
| Personal Attributes | |
| Identifies and promotes best practice and encourage the sharing of ideas | E |
| Proactively seek opportunities to increase job knowledge and understanding | E |
| Values the diversity of individuals, adaptable approach to meet individual needs and effectively utilise the diversity of team members | E |



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| Organised and able to support others to organise time; including supporting colleagues to manage their own wellbeing | E |
| Effectively forge professional relationships with colleagues, including outside agencies - social care, therapy related organisations. | E |
| Requires minimum supervision | E |
| Takes quick and effective action | E |
| Demonstrates focused implementation of role and responsibilities | E |
| Self-Starter and innovative | E |