



JOB TITLE: Lead Social Emotional Mental Health Professional

RESPONSIBLE TO: Deputy Headteacher - 6th Form

GRADE: Scale H

HOURS: 19 hours per week term time plus 1 weeks

RESPONSIBLE FOR: Under the direction of the Deputy Headteacher - 6th Form and wider team, to support pupils and family wellbeing and pastoral systems in the 6th Form

1. PURPOSE AND SCOPE

- 1.1 To support pupils experiencing a wide range of Social and Emotional problems that could lead to Mental Health issues.
- 1.2 To work with the 6th Form team to create a culture where all pupils and staff are able to talk about mental health in a positive and non-stigmatising way.
- 1.3 To work proactively with teaching staff and Pastoral and Attendance Support colleagues to prevent SEMH problems impacting on pupils attendance, engagement and learning.
- 1.4 To provide support, guidance and advice to parents, carers and the school.
- 1.5 To be a Designated Safeguarding Officer and work as part of the Safeguarding Team under the direction of the Lead DSO. In particular to lead in monitoring and supporting safeguarding processes and records.

2. ORGANISATIONAL RELATIONSHIPS

- 2.1 Responsible to the Deputy Headteacher - 6th Form
- 2.2 Works under the general direction of Heads of Years 12 and 13 (HoYs)
- 2.3 To work closely with the Pastoral Supports Workers, Pastoral and Attendance Support and Learning Support Manager to identify pupils and parents that may need external referrals and support via other agencies.

3. MAIN DUTIES AND RESPONSIBILITIES

Pastoral Support Systems

- 3.1 To be responsible for a confidential mentoring service to students as needed.
- 3.2 To work 1-2-1 with pupils to support their mental health and source/sign-post interventions as appropriate.
- 3.3 To be responsible for advice and support to staff.
- 3.4 To be responsible for maintaining appropriate and confidential records and writing reports for governing body and to support external referrals.
- 3.5 To liaise with HOYs and Pastoral Team regarding referrals on a frequent basis.
- 3.6 To have a thorough knowledge of the Mental Health provision locally and nationally.
- 3.7 To continually review and evaluate the service.

Pastoral Support Worker

- 3.8 Assist the HOY and PSW in organising meetings with outside agencies to support pupils.
- 3.9 Liaising with the Learning Support Centre Team and Special Educational Needs Team as required.
- 3.10 To work with the school SENCO to support pupils and parents socially and emotionally.
- 3.11 To arrange and deliver relevant training for staff that ensures all adults working in the school to understand their responsibilities around mental health.
- 3.12 To develop appropriate multi-agency approaches to support pupils and families (FSP, CAMHS, ED Psych, Clinical Psych).
- 3.13 Attend Parents evening and support parent surgery.
- 3.14 Create Mental Health and Wellbeing groups for both pupils and staff and use 'Pathways' events to deliver important aspects of this to whole year groups.

4 General duties

- 4.1 Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety and security, confidentiality and data protection,
- 4.2 Be aware that all pupils have equal access to opportunities to learn and develop.
- 4.3 Participate in training and other learning activities as required and to participate in appraisal and professional development.
- 4.4 Undertake other similar duties and activities that fall within the grade and role any other duties as may be reasonably required by the Head teacher.

The school will endeavour to make any necessary reasonable adjustment to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Whilst every effort has been made to explain the main duties and responsibilities of the post, every individual task undertaken may not be identified.

Special Conditions of Service:

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended.

Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointment interview.

This job description will be kept under review and may be amended from time to time, following consultation with the post holder, to reflect changing needs of the school

PERSON SPECIFICATION

			<i>Assessment</i>
Experience	Experience of liaising with school staff and a range of agencies to ensure the provision of a consistent, cohesive package of support for pupils.	Essential	<i>Application form /Interview</i>
	Experience working with children and young people of relevant age.	Essential	
	Experience working with Pupils with additional needs.	Essential	
	Experience working with a range of support agencies and external interventions.	Essential	
	Experience leading on Family Support Plans – liaising with parents and pupils.	Essential	
	Experience of interpreting cognitive needs of children and applying appropriate creative techniques and materials to use in a therapeutic manner.	Essential	
	Specialist skills/training in curriculum or learning area eg. Social emotional aspects of learning.	Essential	
	Thorough understanding of safeguarding and child protection protocols	Essential	<i>Interview/DBS</i>
Experience of or qualification in Cognitive Behavioural Therapy (CBT) or other evidence-based interventions.	Desirable		
Qualifications and Training	Educated to degree level in psychology or social emotional mental health area	Essential	<i>Application form</i>
	Good literacy and Numeracy skills to NVQ2	Essential	<i>Application form</i>
	ICT skills including excel and word to NVQ2 level	Essential	<i>Application form</i>
	First Aid qualification (training will be provided)	Desirable	
	Relevant Mental Health Training and professional expertise	Essential	
	Commitment to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment	Essential	
Knowledge and Skills	Understanding of the developmental, emotional, social and educational issues of children and young people	Essential	<i>Interview & Application form (for all)</i>
	An understanding of education policy and procedures	Desirable	
	Confident knowledge and skills of ICT;	Essential	
	Ability to undertake varied duties;	Essential	
	Good communication skills with people at all levels;	Essential	

	<p>Ability to gain respect of pupils through manner of confidence and authority;</p> <p>Able to organise own workload in the context of varied tasks;</p> <p>Effective time management and organisation skills</p>	<p>Essential</p> <p>Essential</p> <p>Desirable</p> <p>Essential</p>	
Personal Qualities	<p>Able to work calmly under pressure;</p> <p>Ability to critically evaluate own performance and make any necessary changes to be more effective</p> <p>Commitment to the Catholic Ethos of the school</p> <p>Honest, reliable, trustworthy</p> <p>Ability to work in a team</p> <p>Attention to detail</p> <p>The ability to converse at ease with members of the public and provide advice in accurate spoken English is essential for the post.</p>	<p>Essential</p> <p>Desirable</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>	<p><i>Interview</i></p> <p><i>Interview</i></p> <p><i>Application form/interview</i></p> <p><i>Interview</i></p> <p><i>Application form/Interview</i></p> <p><i>Interview</i></p>