

Social, Emotional and Mental Health and Wellbeing Co-ordinator

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| Role title | Social, Emotional and Mental Health and Wellbeing Co-ordinator | Reporting to | SENDCo |
| Section | SEND/Safeguarding | | |
| Contract type | Permanent, Part time Term time plus 3 weeks | Grade / salary | Band F, SCP 19 – 23 |

JOB DESCRIPTION

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| Overall purpose of role | As Social, Emotional and Mental Health and Wellbeing Co-ordinator you will work under the direction of the SENDCo to support the learning, progress and care of identified groups of students, to help them achieve their Personal Best. You will also support effective liaison and communication between associate and teaching staff. Furthermore, by working together with the pastoral and SEN teams you will lead on the effective support of students with SEMH needs. As the Social, Emotional and Mental Health and Wellbeing Co-ordinator you will lead on Mental Health for staff and students. Finally, you will promote the continuous improvement of SEMH and wellbeing provision for students at Shelley College. |
| Safeguarding requirements | <p>This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS). People who may have contact with younger children (i.e. primary school age) are also required to complete a declaration about family or other members of their household.</p> <p>Applicants will be required to provide evidence of identity and qualifications and offers of employment will be subject to satisfactory references. For applicants who work or have recently worked in a school, one of the references must be from the Head.</p> |

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| Key outputs |
| <ol style="list-style-type: none"> 1. Lead on the provision of a high quality Social, Emotional and Mental Health (SEMH) support service and assist teachers in meeting their responsibility to help all pupils make good progress. 2. Work with the SENCO in providing a high quality SEMH support service. 3. To lead on devising and delivering programme of support pupils with Social Emotional and Mental Health needs. 4. Plan and deliver improvements to SEMH interventions and provision, evaluate the impact of strategies and take action to secure further improvements based on the evidence available. 5. Lead on the coordination and liaison with the pastoral team. 6. To work with the SENDCo and pastoral team, to promote and facilitate the delivery of excellent teaching and learning for pupils with SEMH needs |

- a. Improve students' levels of progress and attainment through ensuring staff are aware of how to effectively support students with SEMH needs in lessons and around school"
 - b. Support high standards of students' behaviour for learning and engagement
 - c. Contribute to maintaining a safe environment for students.
7. Lead on the development of pupil profiles/emotion coaching scripts and My Support plans, that are appropriate for referred students and support them to positively engage around school and in their learning.
 8. Ensure students work well and are supported in a safe environment, taking responsibility for ensuring risks are identified and managed well.
 9. Agree clear, achievable outcomes with staff and/or students.
 10. Conduct appropriate research to recommend strategies and best practice to support students to reach their full potential, particularly for SEMH.
 11. Lead on systems to track students' progress, rewarding success and intervening to improve outcomes
 12. Provide regular updates for parents and other professionals on progress and to discuss any supportive action required to maintain progress and support for each student.
 13. Liaise with educational specialists, nurses, psychologists, health and social care professionals, independent and voluntary bodies for student needs and support plan.
 14. Ensure all relevant school records are kept up to date.
 15. Lead on referrals to the Mental Health Support Team, and liaise on parent mental health evenings and other collaborative events.
 16. Lead on the Leeds Carnegie Mental Health Award, and other national accreditation(s) for SEMH/ wellbeing as the Mental Health Lead for the school.
 17. Lead on staff wellbeing in conduction with the Senior Leadership Team.
 18. To undertake any other duties associated with the role, as may be decided by your line manager or the Headteacher.
 19. Deliver assemblies and support in the production of resources for lessons and form time session.
 20. To work with the SENCO to identify students who are to be placed on the SEN register for SEMH and to take responsibility for this process
 21. To support the DSL through as an Assistant Designated Safeguarding Lead.

Dimensions (financial/statistical/mandates/constraints/no. of direct reports)

- Range of Students – up to 1500.
- Number of direct reports – (if applicable)
- Working with and supporting other leaders across school and potentially the MAT (if applicable)

Work/business contacts

Internal: All teachers and support staff to advise how effectively to support students to achieve their Personal Best. Nurses and education professionals, Director of Safeguarding, SEMH, Wellbeing and Learning Zone, SENCO, SLT, Safeguarding lead.

External: Parents and Families, Examinations Boards, early years providers, other schools, educational psychologists, health and social care professionals, independent and voluntary bodies.

| Expertise in role required (at selection - Level 1) | Essential or Desirable |
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| • Degree or equivalent and QTS | Desirable |
| • Experience or working with SEMH or students with additional needs | Essential |
| • Familiar with the SEN Code of Practice and school Safeguarding Policy. | Essential |
| • Excellent behaviour management skills | Essential |
| • Experience of implementing strategies to support students with SEMH needs and interventions for key student groups. | Desirable |
| • Able to analyse data with a view to developing strategies to improve | Desirable |
| • Able to monitor and evaluate impact of interventions and strategies | Essential |
| • Knowledge of SEN best practice and national developments | Desirable |
| • Highly competent in ICT and the use of computers | Desirable |
| • Excellent communication skills | Essential |
| • Commitment to the safeguarding of young people | Essential |
| • Trained as a Designated Safeguarding Lead or willingness to do so. | Essential |
| • A willingness to be fully involved in the wider life of Shelley College, including extra-curricular activities. | Desirable |
| Other (physical, mobility, local conditions) | |
| • Is willing to work flexibly within scope of overall hours, e.g. evening meetings. | Essential |

| Expertise in Role - After initial and advanced development |
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| • Evidence that successful strategies have been shared and developed with other faculties. |
| • Evidence of monitoring and evaluating interventions and strategies. |
| • Evidence of data analysis and strategies used to improve performance (with specific reference to SEMH, SEN & vulnerable students) |
| • Evidence of on-going continuing professional development. |

Structure

SENDCo

**Social and Emotional
and Mental Health
and Wellbeing Co-
ordinator**

Signatures

Approved by : CEO

Approved by : Post Holder/or Representative
