



Job Title:	Nurture and Mental Health Lead
Salary:	L6
Responsible to:	Headteacher
Responsible for:	Nurture, pupil, adult and family mental health
Working Hours:	35 (08:15 to 15:45)
Start Date:	As soon as possible
Status:	Part of the family and safeguarding team
Organisation:	Trustees → Headteacher → Leadership Team → Nurture and Mental Health Lead

### **Purpose of Post:**

Under the direction of the leadership team, to target and support identified pupils to help them overcome barriers to learning both within and outside of school. To develop and oversee the whole-school approach to mental health, wellbeing and safeguarding, including support for pupils, staff and the wider community. To champion the school's commitment to delivering excellent outcomes in whole-school mental health and wellbeing.

### **Principle Responsibilities**

Under the direction of the Senior Leadership Team, create, implement and sustain a whole-school approach to mental health and wellbeing, including:

- Tailoring it to the school's needs, including pupils, staff and parents
- Working closely with other 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, pupil and parent feedback
- Work as part of the safeguarding and family team (trained to DSL level) to support, manage and lead on some cases.
- Build working links with appropriate local mental health services and external agencies to co-ordinate mental health provision across the school.
- 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 pupils, staff and parents manage their own mental health.

## **Key Responsibilities**

### **1. Supporting Pupils**

- Use and be able to adapt relevant tools to assess pupils' mental health and wellbeing needs
- Develop, lead and oversee the delivery of interventions (including nurture group and ELSA) to address pupil 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 pupils exhibiting early signs of poor mental health or wellbeing, and provides them with access to timely support
- Establish a clear process for referring pupils to NHS services when appropriate
- Implement a process to identify pupils 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 pupils in contributing to the whole-school approach to mental health and wellbeing.

### **2. Working with and supporting staff**

- Identify, plan, deliver and assess all training and development needs of staff with regard to supporting pupil mental health and wellbeing across the school, including providing INSET training
- 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 pupils
- 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 designated safeguarding lead (DSL), special educational needs coordinator to discuss pupils who need mental health and wellbeing support
- Coach, support and train staff who are in contact with pupils 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

### **3. Working with services and agencies**

- Work in partnership with local service providers and mental health professionals to make sure the needs of pupils 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.

#### **4. Monitoring, evaluating and administering**

- Monitor and evaluate the impact of interventions provided to individuals or groups of pupils or staff, to understand what is working and adapt the approach as needed, focusing on outcomes
- 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
- Update 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.

#### **5. Training and 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.

#### **6. Training and development**

- 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 pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school

#### **Other**

- Take on any additional responsibilities which might from time to time be determined by the headteacher or Board of Trustees

#### **Dimensions**

**Supervisory Management:** N/A

**Financial Resources:** N/A

**Physical Resources:** Classroom materials, equipment and resources

**Other:** Responsible for the safety and conduct for a specified number of pupils

**Physical Effort:**

The job is likely to involve some lifting of children and equipment on a regular basis. Training will be provided. The role will also involve, as necessary, positive handling of children.

**Working Environment:**

There could be a frequent requirement to deal with vomit and bodily fluids when children are unwell.

**CONTEXT:**

All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the school development plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

It is the individual's responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the School / Authority.

**Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via [www.disclosure.gov.uk](http://www.disclosure.gov.uk)**

**The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.**

**CVs will not be accepted for any posts based in schools**

## Person Specification: Assistant Headteacher for Inclusion (including SENCo)

### 1 Application form, 2 Interview, 3 Test, 4 Proof of qualification, 5 Practical task

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.

Attributes	Essential	How Measured	Desirable	How Measured
<b>Experience</b>	<p>Demonstrable experience of working with pupils with SEN, mental health and wellbeing, social and behavioural needs</p> <p>Some experience of curriculum planning, monitoring and assessment.</p> <p>Demonstrable experience of safeguarding children processes and procedures.</p> <p>Demonstrable experience of working in a school setting.</p> <p>Experience of working closely with families</p>	1,2	<p>Recent experience in an educational setting; specifically in relation to working with pupils with social and emotional needs</p> <p>Experience of delivering a curriculum for children with social and emotional experiences.</p> <p>Experience of delivering training courses and briefing sessions on mental health and wellbeing</p> <p>Experience of delivering programmes for pupils with mental health and wellbeing challenges, including 1-to-1, small group and whole-class activities</p>	1,2

			Experience of coaching and advising others on suitable interventions	1,2
<b>Skills/ Abilities</b>	<p>Able to motivate disaffected pupils and able to respond positively in emotionally demanding situations.</p> <p>Able to undertake basic assessments of the social/care/ physical/personal and educational needs of children with their families to safeguard and promote the welfare of the child.</p> <p>Able to communicate supportively, tactfully and objectively with parents/carers &amp; children to engage them in supporting learning &amp; development curriculum.</p> <p>Strong listening skills and proven ability to deal with sensitive situations with integrity</p> <p>A well-developed understanding of strategies to manage and support young people and adults with mental health and wellbeing challenges in a school environment</p> <p>Proven ability to tailor interventions to individuals' needs</p> <p>Knowledge and understanding of the triggers that can lead to poor mental health and wellbeing</p> <p>Excellent understanding of safeguarding policies and procedures and their role in child protection</p>	1,2,5  1,2,5  1,2,5  1,2,5  1,2  1,2  1,2,5	Basic information technology skills, e.g. word-processing, databases, spreadsheets.  Evidence of leading a small team.  Evidence of working with parents of pupils with social and emotional needs.  Ability to review Policies and procedures  Proven ability to be flexible to changing workload demands and new challenges  Ability to use IT systems and to conduct analysis and produce reports	1,2  1,2  1,2  1,2  1,2  1,2  1,2

<b>Competencies</b>	Able to demonstrate appropriate motivation to work with young people.	1,2	Ability to work under pressure and prioritise effectively	1,2
	Able to form appropriate relationships with young people.	1,2		
	Emotional resilience in working with challenging behaviours.	1,2		
	Well-developed sense of empathy	1,2		
	Organised, proactive and self motivated	1,2		
	Good time management skills	1,2		
	Commitment to upholding and promoting the ethos and values of the school	1,2		
	Commitment to maintaining confidentiality at all times	1,2		
	Committed to safeguarding, equality, diversity and inclusion	1,2		
<b>Equality Issues</b>	Able to recognise and act upon discrimination	1,2		
<b>Specialist Knowledge</b>	Some knowledge of relevant policies and codes of practice and awareness of relevant legislation	1,2		
	Some knowledge of national curriculum at appropriate key stages.	1,2		
<b>Education and Training</b>	NVQ 3 for Teaching Assistants or equivalent qualification or equivalent experience	1,2	Commitment to further job-related training	1,2

			Senior Mental Health Lead training (or similar) qualification or willing to undertake the above within one year of commencing role.  ELSA (Emotional, Literacy support Assistant) qualification  Nurture Group Qualification	1,2  1,2  1,2
<b>Other Requirements</b>	A willingness to be involved in all aspects of school life; including outside of normal school hours and days.	1,2	Access to own transport as required.  An understanding of the benefits that PE and Sport together with active outdoor learning can have on achievement and behaviour	1,2  1,2

We will consider any reasonable adjustments under the terms of the Equality Duty Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline