# CHESHIRE EAST COUNCIL

# JOB DESCRIPTION QUESTIONNAIRE

# 

|  |  |  |  |
| --- | --- | --- | --- |
| **JOB TITLE** | **Senior Mental Health Lead** | **JOB REF NO** | **AAAD5073** |

**BASIC JOB PURPOSE** Provide a complementary service to school staff which addresses the needs of individual and targeted groups of pupils in order to help improve self-esteem and raise standards of achievement. Consult and liaise with the schools concerned and relevant personnel in the LA, particularly in the education welfare service and Behaviour Support Team.Support children, young people and their families in the community through a range of interventions which improve learning and family / individual functioning.

|  |  |
| --- | --- |
| **NO** | **MAIN RESPONSIBILITIES** |
| **1** | Work alongside Headteachers and school staff to identify pupils who may be at risk with emotional and mental health concerns |
| **2** | Work directly with the pupils and their families to identify barriers to learning and emotional or mental health concerns and establish a personal action plan and a pastoral support plan as appropriate. |
| **3** | Establish and maintain supportive relationships with pupils with the clear aim of developing strategies which re-engage them within education in the wider sense.  To support the emotional development of children and young people in school.  Helping children to understand their emotions and feelings and supporting them to explore them. |
| **4** | Work with colleagues to monitor and review the needs of identified pupils.  Completing initial assessments to ascertain appropriate interventions and support. |
| **5** | Monitor and review personal action plans and pastoral support plans, where in existence, and reporting on a regular basis to the Headteacher on progress made  Implementing a referral pathway for staff to identify children in need of support |
| **6** | Attend relevant meetings to provide data and written progress reports which may be required by the school for the implementation, monitoring and success of the mentoring programme.  Taking part in strategy discussions in interagency meetings.  Attend Safeguarding and CP/CIN/PEP meetings to represent the voice of the child |
| **7** | Maintain effective record systems to enable the preparation of necessary reports to contribute to the care planning process. |
| **8** | Liaise and communicate with other agencies, parents and professional staff so that appropriate resources may be identified and mobilised for the benefit of children, young people and their families |
| **9** | Ensure that good communication and liaison is sustained throughout the team and with relevant external people, so that appropriate resources may be identified and mobilised for the benefit of the individual. |
| **10** | Be part of the team responsible for staff wellbeing. Ensure regular face to face meetings to measure general wellbeing. Staff training and cascading of information – part of my role in school development plan |
| **11** | Implementing a whole school approach to positive mental health and wellbeing.  This includes overseeing, planning, monitoring, evaluating and implementing a school wide strategy to support the mental health and wellbeing of pupils and staff. |
| **12** | Targeted wellbeing and mental health interventions for pupils. |
| **13** | Trained to the same level as the Designated Safeguarding Lead and able to deputise in their absence. To assist in leading and overseeing the safeguarding and child protection within the school. |
| **14** | Provide advice, expertise and support to other staff on child welfare, safeguarding and child protection matters. |
| **15** | Trained in: counselling skills, anger management, bereavement, self-esteem, social and therapeutic stories, social skills, emotions and feelings. |
| **16** | Promote supportive engagement with parents and carers around the safety and wellbeing of the children. |
| **17** | Assume the role of Designated Safeguarding Lead or Deputy Designated Safeguarding Lead |
| Notwithstanding the detail in this job description, in accordance with the School's/Council’s Flexibility Policy the job holder will undertake such work as may be determined by the Headteacher/Governing Body from time to time, up to or at a level consistent with the Main Responsibilities of the job. | |

## 1 RESPONSIBILITY FOR SUPERVISION / DIRECTION / COORDINATION OF EMPLOYEES

### Employees directly supervised by jobholder

Not applicable

**Other Employees supervised by jobholder (not in a direct line relationship)**

|  |  |  |  |
| --- | --- | --- | --- |
| **No and FTE** | **Levels / grades** | **Types of work** | **Where based** |
| Occasional | Teaching Assistants at Grades 4 and 5, and HLTA at Grade 7 | Regular supervision and SEMH specific training for teaching assistants and HLTA | At the base school |

**What does the supervision of these employees involve? (Demonstrating, guiding and training)**

Explain school practices and administrative procedures related to school mentoring programmes and signpost staff to other connected services to support SEMH needs

**Does the job involve supervision, direction or management of people who are not employees?** *eg contractors, students on secondment*

|  |  |  |  |
| --- | --- | --- | --- |
| **No and FTE** | **Levels / grades** | **Types of work** | **Where based** |
| Several throughout the week | Other professionals who may be supporting pupils and families | Information sharing and implementation of strategies and resources recommended by professionals | Rainbow Room and classrooms |

**What does the supervision of these employees involve?**

The jobholder actively promotes the benefits of parents working with their own children at home to support work completed in the school setting.

In conjunction with the class teacher, agree the scope and content of practical classroom work within their competence, allocate targeted classroom activities, monitor duties undertaken, provide encouragement and sensitively recommend alternative ways of working to improve the level of support afforded.

**Does the jobholder develop policy or provide advice and information which impacts on the supervision / direction / coordination of employees? Yes**

**If yes, give details**

Provide information and raise awareness of the role of the learning mentor and the contribution made to educational achievement. Provide advice and support to professional teachers on the incorporation of learning support within classroom and educational activities.

**2 RESPONSIBILITY FOR FINANCIAL RESOURCES**

|  |  |  |
| --- | --- | --- |
| **Financial responsibility** | **Value of the financial resource**  **(p.a.)** | **How often is the duty performed?** |
| **Resources budget**  Identify school / educational resource needs and priorities, check invoices and plan expenditure within the set budget. | £1500 per annum | Throughout the year |

**Does the jobholder develop policy or provide advice and information which impacts on financial resources? Yes**

**3 RESPONSIBILITY FOR PHYSICAL RESOURCES**

|  |  |  |
| --- | --- | --- |
| **Physical resource** | **Nature of responsibility of jobholder** | **How often is the responsibility exercised?** |
| Pupil records and information plans | Access to confidential pupil records, e.g. past results, assessments, medical background, health and family issues etc which inform the preparation of personal action and pastoral support plans by the jobholder.  Maintain and update pupil assessment and progress records for each child worked with to a standard to meet school requirements and Ofsted inspection and audit. | Daily |
| Rainbow Room | Ensure cleanliness and tidiness; check condition of resource issue and return from pupils, and dispose of damaged items in accordance with school procedures. | Ongoing |
| Equipment: Hygiene | Cleaning of equipment used by the children on a daily basis  Ensure all equipment is in safe working order | Daily |
| Manual and computerised information | Confidentiality and safekeeping of sensitive information regarding the children  Ensuring all information is kept up to date  Sharing information when required. |  |

**Does the jobholder develop policy or provide advice and information which impacts on physical resources?**

**No**

**4 RESPONSIBILITY FOR IMPACT ON PEOPLE**

|  |  |  |
| --- | --- | --- |
| Task/Duty | Who benefits? | How they benefit? |
| Following a pupil referral to the jobholder:establish the reasons for the same through observationresearch of past achievementinterview and assessment including making contact with home to identify learning and development needswhere appropriate, determine, plan and prepare an intervention programme and the resources needed in conjunction with the pupil, parents and school staff in order to prescribe specific achievable targets and evaluate pupil performance against agreed step changes in expectations. This can involve liaison and providing reports for external agencies to access services within the community, or working closely with external professionals that may also be working with the child.engage in one to one and group work mentoring activities together with delegated whole class and group learning activitiesrecord progress and development, review effectiveness and introduce modifications to intervention plans, identify when additional support is no longer required, and agree an exit strategy with the pupil, parent and school staff. | Pupils and parents | The delivery of mentoring programmes, which help the pupil to understand their responsibilities, consequences of their actions and impact upon fellow pupils.    Ensure effective communication which supports the pupils' well being.    Assist children to improve self-confidence and motivation in order to achieve the most appropriate learning and development outcomes. |

# Does the Jobholder develop policy or provide advice and information which impacts on people? YES

**If Yes, give details:-**

Contribute to school development plans and behaviour management strategies, target setting and associated monitoring procedures. Identify appropriate forms of learning mentor provision/intervention and how they can assist the educational institution to meet individual needs of pupils

# 5 KNOWLEDGE

|  |  |  |  |
| --- | --- | --- | --- |
| Type of knowledge | What knowledge is essential? | Why are these needed? | How is it normally acquired? |
| Specialist | An understanding of the underpinning principles of child development, age appropriate physical, intellectual, emotional and social development profiles of children and differentiated rates of progress, pupil assessment and early intervention work. A working knowledge of Foundation and Key Stage 1 curricula, school expectations of pupils at each level, behaviour management, and school mentoring strategies. | Identify learning and development needs, determine, plan, prepare and negotiate an appropriate programme of intervention with supporting resources.  Understand the specific needs of the pupils, adopt appropriate mentoring techniques, evaluate and review progress and provide support for pupil curricular and parenting skills activities. | Certificate in Child and Adolescent Mental Health: qualifying to Senior Mental Health Lead status |
| Organisational and service based knowledge | Understand role and input of other services/agencies and external professionals into school special needs provision. | Liaise with other professionals to engage services within the community and provide complementary input to pupils' development | Experience, networking and briefing |
| School policies and procedures | An understanding of school practices and procedures which impact on children | The policies and practices of educational institutions and their implications for children and young people transferring into them | Experience, briefing and in-house training |
| Legislation | Understanding of the relevant sections of legislation covering school admissions, registration and attendance, child protection, physical restraint, data protection, confidentiality and information exchange protocols between agencies and educational institutions for young persons | Compliance with school standards and legislative requirements. | Experience, briefing and in-house training |

**How long would it take for a jobholder to become fully operational?**

Following progression from Learning Mentor to Designated Mental Health Lead and completing and passing the required Senior Mental Health Lead training.

**6 MENTAL SKILLS**

**a) What sort of situations/problems does the jobholder typically have to deal with?**

**Give two examples of typical problems solved on a regular basis.**

**Example: Pupil referrals from teaching staff and/or parental requests for additional child assistance.**

Establish the reasons for the referral/request through classroom observation, research of past achievement, interview and assessment to identify learning and development needs. Where appropriate, determine, plan, prepare and negotiate an intervention programme and the resources needed in conjunction with the pupil, parents and school staff in order to prescribe specific achievable targets and evaluate pupil performance against agreed step changes in expectations. Review effectiveness and introduce modifications to the plan as necessary, monitor and record progress and development, determine when mentoring support and intervention is no longer required, and agree an exit strategy with the pupil, parent and teaching staff.

**Example: Arrange and agree with the class teacher the implementation of ‘circle time’ as a whole class or group activity by the jobholder.**

Determine and plan a suitable subject, agree logistics with the class teacher and establish the ground rules with pupils. Facilitate the activity through the exchange and development of children's ideas and evaluate feedback from teaching staff and pupils in order to pick up any learning points for future development.

**b) Give an example of the most difficult or demanding situation/problem the jobholder has to solve.**

**Example: Pupil behavioural problems and respond to disruptive young children failing to conform to whole class activities.**

For early year’s children, it is inappropriate to withdraw or isolate pupils, only in exceptional circumstances - the jobholder must therefore provide proactive and intuitive support for the class teacher selecting from a number of the following strategies in order to achieve and maintain a calm whole class learning environment:

* Distract, intercept and redirect disruptive children.
* Encourage and motivate pupils through recognition of achievement, and role model behaviour which promotes positive learning
* Provide opportunities for learning group skills whilst working with small class numbers
* For repeated and serious cases, ensure that school teaching staff/line manager are kept informed and adjudge the appropriate time to sensitively discuss behavioural issues with parents which may result in the implementation of a programme of behaviour management.

On all occasions, evaluate and record each incident.

#### c) Approximately how often would the example in (b) occur?

|  |
| --- |
| **weekly** |

**Give details below of the mental skills required in the job and reasons why they are needed.**

|  |  |
| --- | --- |
| **Mental Skill** | **Why Needed?** |
| Planning and research | Review and research records of pupil background, e.g. past results, assessments, medical background, health and family issues etc which inform the preparation of personal action and pastoral support plans. |
| Analysis | Establish the reasons for pupil referrals through observation, research, interview and assessment in order to identify learning and development needs and determine the appropriate level of intervention. |
| Judgment | Review effectiveness and introduce modifications to intervention programmes; adjudge when specified targets and step changes in expectations have been achieved and determine when and how additional support can be withdrawn |

# 7 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

|  |  |  |
| --- | --- | --- |
| **Skill** | **Used for?** | **With whom?** |
| Persuasion and negotiation | Negotiate and agree action plans, intervention programmes and realistic pupil targets; agree tasks and activities with voluntary helpers. | Pupils, carers, teaching staff and parent volunteers |
| Presentation | Prepare and deliver short presentations and training to school staff clarifying the role of the Learning Mentor and the contribution made to raising educational achievement, emotional and mental health and wellbeing. | Parents, teachers, head teachers and school management teams |
| Caring and advisory | Interpret, understand and respond to pupils' special requirements including family issues. | Pupils, parents and carers |
| Tact and sensitivity | Agree the parameters of individual and group work with teaching staff; carefully handle information confided by parents, sensitive pupil, gender, age, sex and ethnic issues; tactfully discuss pupil issues where parents feel they may have failed, e.g. unclean children | Pupils, parents, carers, teaching staff etc |
| Written | Prepare intervention programmes, compile reports including referrals to other agencies, record pupil assessment and progress |  |

# 8 PHYSICAL SKILLS ESSENTIAL FOR THE JOB

Not applicable

**9 INITIATIVE AND INDEPENDENCE**

### Allocation of work

# a) How is work allocated to the jobholder? Pupil referrals are usually received from the school teaching staff but this can include self-referrals through class and individual pupil observation and parental requests for additional child support. Following referral, the jobholder is required to observe, interview and assess the pupil to identify learning and development needs in order to draw up and agree personal action and pastoral support plans in conjunction with the pupil, parents and school teaching staff. Dealing with a caseload of between 20 and 25 pupils at any one time (plus any non expected situations), the jobholder is also required to liase with external agencies to engage, as necessary, services within the community, pupil onward referral and/or provide complementary input to pupils' development. Teaching staff also delegate defined whole class, group and individual pupil learning activities.

b) What is a typical cycle for allocating work to the jobholder *eg hourly, daily, weekly?*

Daily - pupil observation sessions, assessment and evaluation and resource preparation.

Weekly routines - in accordance with ongoing caseload, ad hoc referrals and resources preparation

### Scope for initiative

c) How much freedom/discretion does the jobholder have:

to change the way work is done?

*(e.g. recommending changes in policy, procedures, resources)*

The jobholder is required to identify the most appropriate forms of learning mentor provision/intervention together with supporting resources needed based on the assessed needs of each individual pupil. The jobholder also contributes to school development plans and behaviour management strategies, target setting and associated monitoring procedures.

to allocate their time to duties?

Organise and plan own workload to meet referrals, caseload, individual school and service requirements.

#### What is the level of guidance/instruction available*?*

School policies and procedures together with briefing and support from the jobholder’s school line manager.

#### e) What sort of direction, management or supervision is given to the jobholder?

Annual appraisal and periodic supervision, daily meetings with teaching staff

**f) Give three examples of problems or decisions the jobholder would be expected to deal with themselves without reference to a supervisor/manager. How often do these occur?**

|  |  |  |
| --- | --- | --- |
| **Expected problem** | **Nature of available guidance** | **Typical Frequency** |
| Reluctance of a child to attend school | School policies and procedures and experience of the application of intervention techniques | Daily |
| Intervene, intercept and redirect pupil behavioural issues | Compliance with school policies and procedures. | Daily |
| **Unexpected problem** | **Nature of available guidance** | **Typical Frequency** |
| Bereavement or change in family circumstance | Experience and knowledge of support techniques and to work closely with the parents | Few times per year |

**g) Give two examples of problems or decisions the jobholder would be expected to refer to their supervisor/manager. How often do these occur?**

|  |  |  |
| --- | --- | --- |
| **Problem or decision** | **Point of referral** | **Typical Frequency** |
| Child protection and abuse issues | Headteacher | Once or twice per year |
| Revisit and modify personal action and pastoral support plans in consequence of a pupil's failure to meet identified targets and expectations | Headteacher , parents and the pupil | Once or twice per year |
| The referral of child health and family issues to external professionals | Social workers, Education Welfare Officers, Child and Adolescent Mental Health Services etc | Few times per month |

**10 PHYSICAL DEMANDS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Physical Demand** | **Typical**  **Duration** | **How often?** | **Other details**  **(eg how heavy?)** |
| Lifting, handling and supporting young children | Rarely | Rarely |  |
| Seated in a constrained position whilst undertaking learning activities in children's chairs | Depends on how long the child requires support in that location | A few times a week |  |
| Setting out resources, rearranging tables and tidying away classroom equipment | 10-15 minutes | Several times daily |  |
| Engage in physical education/ exercises with the pupils | Half-an-hour | Couple of times per week |  |

#### 11 MENTAL DEMANDS OF THE JOB

|  |  |  |  |
| --- | --- | --- | --- |
| **Nature of task** | **Mental Demand** | **Duration** | **Frequency** |
| * Following referral, observe, interview and assess the pupil to identify learning and development needs in order to draw up and agree appropriate personal action and pastoral support plans in conjunction with the pupil, parents and school teaching staff * Prepare for and engage in one to one and group work mentoring activities, delegated whole class and group learning activities ~~and parenting skills group activities,~~ * Maintain and update pupil assessment and progress records, review effectiveness with colleagues and introduce modifications to intervention programmes as necessary, * Consult and liaise with external agencies including the compilation of referral reports | Concentration and attention to detail | Several hours  Several hours  Few minutes  Several minutes | Weekly  Weekly  Many times daily  Several times  monthly |

To what extent is the job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?

|  |  |  |  |
| --- | --- | --- | --- |
| **Nature of pressures**  **/ interruptions** | **Source** | **For how long?** | **How often?** |
| Interruptions - an inherent part of the job  Deadlines  Conflicting demands | Pupils demanding immediate attention and the invasion of other’s time, direct contact with teaching staff together with phone calls from parents and external agencies  Prepare personal action and pastoral support plans, record pupil progress and targets with supporting documentation.  Prepare materials/resources for one to one and group work mentoring activities and parenting skills group.  Balance the practical application of pupil support with parents’ unrealistic expectations of their children. Mentally switch between the differentiated needs of individual pupils making up the jobholder’s caseload | Few minutes | Throughout the working day |

If the jobholder is subject to any other form of mental demand, please give details below.

Not Applicable

##### 12 EMOTIONAL DEMANDS

|  |  |  |
| --- | --- | --- |
| **Nature of the task being performed by jobholder.** | **Behaviour / source of the emotional demand** | **Frequency (per day/wk/ month)** |
| Pupils openly confiding sensitive personal and domestic details, and acting as a sounding board for parents. | Exposure to the details of: Domestic violence, drugs and substance abuse cultures, neglect, family issues and bereavement. The intimate and disturbing detail of child abuse and protection issues. | Several times weekly  Once or twice per year |
| The delivery of mentoring services for pupils who may be at risk of failure to facilitate their re-integration within education services. | The jobholder is required to interpret pupil behaviour, address individual needs and counsel inappropriate conduct and behaviour. | Daily |

**13 WORKING CONDITIONS**

a) In what kind of places does the jobholder normally work (eg office, library, gardens, clients’ homes)?

**If more than one, give approximate proportion of time in each.**

|  |  |
| --- | --- |
| **Location of work** | **Proportion of time** |
| School based. Attending meetings, educational visits and outdoor activities, including courses relevant to the role | 95%  5% |

1. If the jobholder works outside, are they expected to work regardless of the weather or are alternative arrangements made eg work on other duties?

Not applicable

#### What unpleasant environmental working conditions or behaviour from other people are met in performing the job? (See guidance notes for examples)

|  |  |  |
| --- | --- | --- |
| **Working Condition or Behaviour from other people** | **How long does it last at any one time?** | **How often does it typically occur?** |
| Redirect and defuse pupils' anger and behavioural issues - these skills are an integral part of the job.  Parents’ intimidating behaviour and emotional reactions to school evidence regarding their child, e.g. behavioural issues | Few minutes  Few minutes | Several times per week  Once or twice per term |

#### d) What protection is offered (if any) e.g. against adverse weather (clothing, shelter), against infection, security measures etc.

Not applicable