

Job Description And Person Specification



This school has a responsibility for, and is committed to, safeguarding and promoting the welfare of young people and adults, requiring all staff and volunteers to share this commitment. The Triple Crown Centre is committed to equal opportunities and expects all its staff and volunteers to recognise and value differences.

Section A: Role Profile

Post Title	Wellbeing & Learning Lead- Mental Health Support
School	The Triple Crown Centre
Salary Band/Range	Band D (£30,296-£34,834 pro rata. Note: <i>The pro rata salary is £22,812</i>). Incremental progression is subject to performance.
Responsible to	Deputy Headteacher
Location	Based at The Triple Crown Centre, with outreach work in family homes and other locations across the LA.
DBS Check	Enhanced check for regulated activity for working with children
Fluency Duty	This post is covered by the Fluency Duty, as outlined in the Code of Practice on the English language requirements for public sector workers.
Car User Status	This is an essential car user post , as the demands of the job make it operationally essential and there is a contractual requirement to make a suitable vehicle available to ensure the requirements of the job can be carried out effectively. Applicants must be able to drive, have a driving licence and be a car owner. However, for disabled applicants, reasonable adjustments will be made where required.
Special considerations	This post requires applicants to travel independently in their own vehicles to family homes and other locations across the LA.

This job description reflects the anticipated role at the time it was established. However, this is subject to review and, as a new post, is expected to evolve over time.

Role Purpose

Under the direction of the Deputy Headteacher, to support:

- ❖ Students, predominantly on a 1-1 basis, with the aims of enhancing their mental health and physical/emotional well-being so they can re-engage with education successfully
- ❖ The personal development of students whose significant medical needs necessitate outreach support in the home, virtually or at another appropriate venue
- ❖ Student integration and induction onto the identified pathway at The Triple Crown Centre and the transition back into their mainstream school or other appropriate educational setting

Role Responsibilities

- ❖ To travel across the borough to provide educational and pastoral support in families' homes, or other appropriate venue, under the direction of the Deputy Head Teacher
- ❖ To support students and parents/carers on the Triple Crown Remote Learning Pathway to access live lessons and other online work being taught by subject specialists in school
- ❖ To provide educational support as needed with baseline assessments and other work set by teaching staff at The Triple Crown Centre to ensure academic progress can be made
- ❖ To establish and maintain relationships with parents/carers and students at home for the duration of the referral, providing advice and guidance where appropriate
- ❖ Through the development of these positive relationships, provide pastoral support in order to build resilience and promote confidence, independence, self-esteem and emotional health and well-being
- ❖ To support individual students and/or groups of students in overcoming academic and social barriers to learning
- ❖ To assess pupil need and then create, deliver and implement mental well-being programmes that promote the academic and personal progress of each individual student
- ❖ To provide flexible, pre-planned interventions and support in school as well as the home to students with different levels of needs, abilities and behaviour
- ❖ To promote the importance of positive mental health and well being
- ❖ To monitor and promote positive student engagement on all learning pathways
- ❖ To participate in the assessment, recording and reporting of students' progress including regular reviews with home schools, medical practitioners, students and their families
- ❖ To participate in arrangements for preparing students for internal and external examinations
- ❖ To work with the Deputy Headteacher to plan and implement induction and integration processes through personalised ILP's for individual students
- ❖ To continually implement and review each ILP to enable the achievement of student targets and understand the impact of the outreach support and interventions
- ❖ To contribute to, and update, ILP's, risk assessments and other documents in conjunction with colleagues and other professionals to promote and safeguard student welfare
- ❖ To maintain a consistently high standard of record keeping to ensure effective monitoring
- ❖ To communicate regularly with the Deputy Head Teacher and other colleagues to review cases, ensuring that effective and efficient use of time and strategies are deployed
- ❖ To promote positive values, attitudes and good conduct and behaviour, dealing promptly with conflict and incidents in line with the school's behaviour policy and encouraging students to take responsibility for their behaviour
- ❖ To work closely with other professionals external to our school – e.g. mainstream schools, Solar, Educational Psychologists, SEND specialist practitioners to support and promote positive student outcomes
- ❖ To contribute to the school's responsibility to safeguard and promote the welfare of young people and adults, following school and Local Authority policies and procedures
- ❖ To contribute to the overall ethos, aims and work of the school
- ❖ To uphold and contribute towards the development of school policies and procedures
- ❖ To attend staff meetings, staff training, parental consultations and other school events
- ❖ To take care of their own safety and that of others, complying with the Lone Working Policy and Home Visits Policy at all times
- ❖ To recognise and comply with practice and procedures relating to issues of confidentiality and Data Protection guidelines
- ❖ To reflect upon and evaluate own professional development needs, in line with personal and whole school priorities
- ❖ To undertake additional duties at The Triple Crown Centre as and when required

Section B: Person Specification

	Essential	Desirable	Measured by
Education and Qualifications	<p>NVQ Level 3 or equivalent qualification relevant to the post e.g. Teaching Assistant Level 3</p> <p>GCSE grade 5 in English and Maths or equivalent.</p> <p>Recent relevant CPD or training.</p> <p>Hold an appropriate qualification to be a mental health Support Worker and work with a range of different types of therapy including CBT principles.</p> <p>Be registered with HCPC/BACP (Health and Care Professions Council/British Association for Counselling and Psychotherapy)</p>	<p>Additional qualifications and/or background in counselling, mentoring, youth work, social care, physical education.</p> <p>Mental Health First aid trained</p>	<p>Application</p> <p>Certificates</p>
Experience and Knowledge	<p>Experience of supporting the behaviour, attitudes and personal development of children and young people.</p>	<p>Experience of supporting the behaviour, attitudes and personal development of students in Key Stages 3 and 4.</p>	<p>Application</p> <p>Interview</p> <p>Reference</p>
	<p>Experience of delivering pastoral interventions for a diverse range of needs (e.g. confidence, resilience, self-esteem, anger etc).</p>	<p>Experience of planning pastoral interventions and developing appropriate resources.</p>	<p>Application</p> <p>Interview</p> <p>Reference</p>
	<p>Knowledge of relevant educational policies, legislation and guidance in relation to working with, and the protection of, young people and adults. Knowledge and understanding of the school's responsibility to safeguard and promote the welfare of young people and adults, following school and Local Authority policies and procedures.</p>	<p>Experience of working independently with students in their family homes.</p>	<p>Application</p> <p>Interview</p>
	<p>Knowledge of the special educational needs of students with social and emotional needs.</p>	<p>Experience of working with vulnerable young people with social and emotional needs.</p>	<p>Application</p> <p>Interview</p>
		<p>Experience of assessing, recording and reporting student progress.</p>	<p>Application</p> <p>Interview</p>
		<p>Knowledge of effective student integration and induction processes.</p>	<p>Application</p> <p>Interview</p>
	<p>Experience of working collaboratively with education colleagues and parents/carers with the ability to communicate sensitively and effectively.</p>	<p>Experience of working collaboratively with outside agencies.</p>	<p>Application</p> <p>Interview</p> <p>Reference</p>

	An understanding of confidentiality and the handling of sensitive information.		Interview
Skills and Abilities	Essential	Desirable	Measured by
	Ability to support individual students and/or groups of students in order to help them overcome barriers to learning and achievement.		Application Interview
	Ability to prepare and organise appropriate interventions and resources to support students within a home or other setting.	Ability to offer physical activity to promote mental health and well-being.	Application Interview
	Skilled in the management of positive behaviour for learning, motivating students to achieve positive outcomes.		Application Interview
		Creative ability to develop and personalise learning resources to meet the needs of individual students.	Application Interview
	Ability to identify and continually assess individual student's needs, providing academic and social support to ensure every student can make progress.	Ability to use and analyse a range of student data in order to identify and prioritise appropriate support and intervention.	Application Interview
	Effective written and verbal communication skills.		Application Interview
	Ability to use ICT effectively to support students' learning	Knowledge and experience of using Microsoft Teams and/or other online learning platforms.	Application Interview
	Ability to keep accurate records of all communications/ meetings and be able to create detailed reports as required.		
	Ability to work independently in an organised, methodical and effective manner.		Application Interview
	Ability to work on own initiative, prioritise work, manage time effectively and work accurately to deadlines.		Application Interview
	Ability to work co-operatively and collaboratively with the Outreach Team and other colleagues and professionals within and beyond the school.	Experience of providing support strategies to colleagues and other professionals within and beyond the school.	Application Interview Reference
	Ability to build positive and respectful relationships across the school and wider community.		Interview Reference
	Ability to maintain high standards of professional conduct.		Interview Reference
Ability to be proactive in taking responsibility for their own professional development.		Application Interview	

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Core Behaviours	Excellence - With enthusiasm, you work to deliver a high quality service to meet customer, organisational and personal expectations. You adopt a 'can do' attitude in all of the work you deliver, ensuring it meets the needs of current and potential customers.	Interview
	Simplicity - You actively seek ways to prevent over-complication or confusion, by adopting the most simplified approach to work. You communicate clearly and concisely, ensuring that the message is understood by all.	Interview
	Trust and Respect -You are aware of your impact on others including confidentiality. You value openness and listen carefully to understand the views of others. You promote the values of diversity and actively work to minimise any harm caused to others in order to foster an environment of mutual trust and respect.	Interview
	Working Together - You work with others to reach a common goal; sharing information, supporting colleagues and searching out expertise and solutions from relevant partners and/or the communities we serve.	Interview
	Responsibility - You take ownership for your work and you use your initiative to deliver. You are accountable for your own performance and development and you take responsibility for your actions and decisions.	Interview

Compiled/Reviewed by:	Rekha Shell-Macleod
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Section C: Additional Information

Corporate Parent Responsibilities

All employees should act as an advocate for our Looked After Children; fulfilling our corporate parenting responsibilities by considering Children and Young People in everything we do.

Health and Safety

Health and safety laws require all employees to help the school maintain and improve health and safety standards. This means that the post holder must take reasonable care of his/her own and others' health and safety and co-operate with any reasonable request to support the school in meeting their health and safety legal responsibilities.

All duties and responsibilities must be carried out in line with The Triple Crown Centre's Health and Safety Policy and Local Authority procedures.

Information Management

The post holder will be expected ensure that information used is held and transmitted securely in a manner commensurate with its sensitivity, and that it complies with the provisions of Data Protection legislation and guidance.

The post holder will be accountable for ensuring that he/she is aware of relevant school policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.

Training and Development

The Triple Crown Centre is committed to the personal and organisational development of the individual. The post holder will be encouraged to identify job-related development needs.

Solihull Behavioural Framework

The Triple Crown Centre expects all employees to conduct themselves in a way that is consistent with the values and behaviours set out in the Solihull Behavioural Framework.

Mobility

Whilst this post is initially to a specific post, the post holder may be exceptionally required to transfer to any post appropriate to their grade at such a place as in the service of the Council they may be required.

Variations to Job Descriptions

Due to changing customer demands, duties and responsibilities are likely to vary from time to time and the Council therefore retains the right to amend job descriptions to reflect changing requirements.