



## Job description

JOB TITLE:	Mental Health and Student Outreach Coordinator
SALARY CODE:	Clapton Support Staff Range, Scale PO3, Points 33- 36
RESPONSIBLE TO:	Deputy Headteacher- Engagement and Inclusion
RESPONSIBLE FOR:	Mentoring, external referrals, mental health provision and safeguarding
HOURS OF WORK:	<p>This post is term time only (195 days)</p> <p>The hours of work are: Monday, Wednesday, Thursday: 8:15am- 3:45pm Tuesday and Friday: 8:15am- 4:15pm</p> <p>These timings include a 30 minute lunch break and a normal 36 hour week. These hours may be reviewed in consultation with you.</p>

### POST RESPONSIBILITIES

- To provide mental health support to students across the academy by referrals to relevant agencies, maintaining a student caseload and attending meetings.
- To contribute to the mental health policy, WAMHS action plan and staff mental health training.
- To manage the input of the WAMHS and MHST clinician in relation to caseload and mental health initiatives.
- To plan, deliver and evaluate one to one and group mentoring sessions and workshops for a caseload of identified students.
- To coordinate the delivery of mentoring across the academy.
- To oversee the impact of ESA mentoring sessions and to provide guidance and support to ESAs as appropriate.
- To attend inclusion panel meetings in order to inform decisions to support identified students.
- To track and monitor the progress of identified students and maintain accurate records and reports on measuring the impact of intervention for your caseload.
- To conduct home visits to build effective working relationships with hard to reach families and students with specific needs ensuring safety and providing emotional support.
- To work closely with relevant staff and external agencies to identify and address the needs of students requiring help to overcome barriers to learning, including, but not limited to, behaviour, attendance, punctuality and emotional support.
- To track referrals across the academy made internally and to external agencies.
- To coordinate the input of external agencies across the academy including the work of behaviour consultants.
- To assume Deputy Designated Safeguarding Lead (DDSL) responsibilities on a shared basis, including attending multi agency panel meetings where required.
- To support the Designated Safeguarding Lead and Deputy Headteacher by contributing to reports for external agencies where appropriate.
- To attend relevant borough safeguarding training as required.
- To follow academy policies and procedures i.e. Health and Safety, Child Protection, Behaviour for Learning (including detentions) and Promoting Equality and undertake relevant risk assessments where necessary.
- To cover various behaviour duties and detentions, including Senior Staff on Duty (SSOD), break time and before and after school.
- To act as a qualified First Aider and attend relevant training.



Additional duties and tasks will be negotiated and agreed at the time of appointment and annual review (following the first annual cycle) at the direction of the Academy Business Leader.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the academy in relation to the post holder's professional responsibilities and duties.

The post holder will be expected to carry out all duties in the context of and in compliance with all the academy's policies and procedures and in compliance with Clapton Girls' Academy Equal Opportunities Policies and Code of Conduct. All the above duties are to be carried out in line with current Health and Safety legislation.

### ACCEPTANCE OF THE JOB DESCRIPTION BY POST HOLDER

I can confirm my acceptance of the Job Description as outlined above

NAME:

SIGNED:

DATE:



## Person specification – Mental Health and Student Outreach Coordinator

QUALIFICATIONS	ESSENTIAL	DESIRABLE
5+ GCSE's A*- B, including English and Maths	✓	
Degree or equivalent in relevant subject	✓	
Trained to DSL level/ Level 3 safeguarding		✓
Relevant Mental Health qualification/ willingness to obtain or enhance qualifications and training	✓	

EXPERIENCE	ESSENTIAL	DESIRABLE
Experience of supporting young people with mental health and wellbeing needs	✓	
Experience of supporting students with Special Educational Needs and Disabilities (SEND) and wider emotional needs	✓	
Experience of offering impactful mentoring to young people aged 11- 19 and handling confidential information appropriately	✓	
Proven track record of successfully supporting young people to engage with learning in an educational setting	✓	
Experience of working with young people with challenging behaviour	✓	
Experience of running targeted small group work, workshops or intervention with young people	✓	
Experience of recording, tracking and monitoring the impact of interventions	✓	
Experience of working with students/parents/ families to set short term goals for individual students and supporting students in achieving these	✓	
Experience of home visits to support attendance, wellbeing and belonging		✓
Experience of working with systems to safeguard young people	✓	

KNOWLEDGE AND SKILLS	ESSENTIAL	DESIRABLE
Excellent English, Maths and IT skills	✓	
Excellent interpersonal skills	✓	
Good administrative and organisational skills	✓	
Ability to prioritise workload and work to given deadlines	✓	
Knowledge of the range of support/agencies available for students	✓	
Ability to work independently and as an effective team member	✓	
Ability to be effective in the face of difficult situations and pressure	✓	
Ability to work sympathetically yet purposefully with students with challenging behaviour	✓	
Knowledge of the principles and strategies involved in giving advice and guidance to young people, including the place of confidentiality and sharing information	✓	
An understanding of the challenges that students face in an inner city community and wider society	✓	



### PERSONAL QUALITIES AND ATTRIBUTES

#### ESSENTIAL

#### DESIRABLE

Proven tact and diplomacy when dealing with adults and young people	✓	
Reliable, honest and trustworthy and a 'can do' attitude	✓	
Able to remain calm and cope with the unexpected	✓	
A friendly yet professional and respectful approach which demonstrates support and shows mutual respect for all	✓	
Committed to being a role model for staff and students in relation to overall conduct, including dress code, attendance and timekeeping.	✓	
Open and an active listener	✓	
Energy, enthusiasm and commitment and a willingness to work flexible hours	✓	
Emotional resilience in working with challenging behaviours	✓	
Committed to safeguarding and promoting the welfare of children and young people.	✓	