



Job Description

Job Title	Social, Emotional and Mental Health Manager
Grade	P02
Hours	36 hours per week 45.46 weeks per year
Responsible to:	SLT Lead
Responsible for:	Pastoral Support Officers, student therapist, CAMHs worker

Job Purpose

The Social, Emotional and Mental Health Manager will lead, coordinate, deliver and evaluate a range of therapeutic interventions which support pupils with a range of social, emotional and mental health needs and who are attending the OAK provision or the mainstream school. The objective of the interventions is to support a pupils and help them reintegrate back into school or a more suited provision if necessary.

As directed by the Deputy Head Teacher and the Inclusion Manager, the SEMH Manager will be responsible for the day-to-day, operational management of the Oak provision. The SEMH Manager is responsible for the day-to-day management of the Pastoral Support Officers, CAMHs worker and other therapeutic staff and external agencies.

The SEMH manager will need to build strong relationships with parents, child and school in order to create bespoke plans to support them in returning to mainstream.

Main Responsibilities

- To Line manage the Pastoral Support Officer and therapeutic intervention officer
- To assess referred pupils either onsite, at the pupil's home or at the referring school to establish suitability for the provision and needs.

- To report back to FAP / BAMCE regarding the pupils who will be accepted and manage the roll lists for the OAK provision.
- To design a bespoke package, manage and/or implement therapeutic intervention for each pupil in the provision.
- To liaise with the lead therapist, CAMHs worker, school, parents, pupils and other agencies when developing packages of support for pupils.
- Working with others to identify those pupils who would benefit most from home-school support and, draw up and implement an action plan for each parent/carer/family with the referring school
- Report to professionals regarding provision offered to pupils and outcomes
- Be the lead point of contact for the referring schools, parent, agencies and BACME team for those in the OAK provision.
- To improve attendance of identified pupils from the mainstream and or the OAK provision and evidence the impact of the interventions used.
- To provide therapeutic interventions and activities to key pupils in the mainstream school and the OAK provision.
- To help pupils to engage with the school or provision, home visits will be necessary on a regular basis.
- To work in partnership with a Multidisciplinary team to ensure the safety and wellbeing of pupils in your care.
- To support with reintegration back into mainstream or help to induct them to respite.
- The role may include some supervision of pupils at break and lunch time.
- To establish, maintain and review a timetable of therapeutic intervention which meet the needs of each pupil.
- Track and report data to the Inclusion Manager, suggesting further support and actions required, including issuing reports and setting up meetings with parents
- Keep accurate and up to date record of all interventions in place, ensuring this data is revisited allowing to measure impact
- Keeping parents/carers and the school updated through telephone communication or meetings with how the intervention is working
- To write risk assessments for all pupils who require them
- To develop effective networks and partnerships promoting educational improvements.

- To develop outstanding relationships with parents and carers
- To provide written reports of assessment data and clinical interventions as required and in the form of communications that are clear to all readers.
- To lead a small team of therapists and external professionals, ensuring that the highest standards are met.

Working with Inclusion Services

- Attend all relevant meetings with Inclusion staff (including referral meetings) to ensure provision mapping is undertaken for all relevant pupils and the needs for any referrals to external agencies are undertaken.
- Provide data and updates for weekly referral meeting
- Work in partnership with the referring school, safeguarding colleagues and other stake holders to ensure best outcomes for pupils
- Ensure support plans are implemented for relevant pupils and ensure that staff are clear about their roles and responsibilities.
- Act as keyworker for certain pupils
- To actively seek out new intervention strategies and to be responsible for keeping up to date with new inclusion strategies and legislation.
- To assume the position DDSL for the pupils in the OAK provision and to act as part of the strategic Safeguarding Team and ensure that safeguarding is effective and child protection actions implemented.

Supporting teaching and learning

- Ensure the referring school has set online work.
- Manage the home study and academic study
- Inform referring school if work is missing or not suitable.
- Monitor and support students in study time
- Provide feedback to pupils in relation to progress and achievement.

Supporting pupils

- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Encourage pupils to reflect on their behaviour and find strategies to work through a challenging situation
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Supporting inclusion Manager by attending and co-ordinating relevant paperwork.

Other

- Undertake restorative justice meetings with pupils, where friendships/ relationships have broken down to help re-engage the pupil in learning.
- Provide, where appropriate, whole staff CPD on therapeutic intervention as part of the staff induction programme and for HODs and HOYs as required.
- Support with behaviour/ mental health CPD when necessary.
- Carry out any duties requested that are reasonable
- Liaising with referring schools to give regular updates on a young person's engagement in the provision.
- Creating an initial Boxall with referring schools for pupils who are inducted into the OAK.
- Deliver supervision for school counsellors as required

The above-mentioned duties are neither exclusive or exhaustive and the post holder may be required to carry out other duties as required by the service.

School Vision and Ethos – Encourage, Challenge, Succeed

For Heathcote School staff in general:

1. to play a full part in the life of the school community, to support its distinctive vision and ethos and to lead staff and pupils in doing the same
2. to actively support the school's school improvement priorities
3. to adhere to relevant staff policies and the staff professional code of conduct as developed collectively by staff
4. to comply with the school's Health and Safety Policy and undertake risk assessments as appropriate
5. Always to perform duties in all elements of the role in a professional manner and with integrity, mindful of confidentiality as appropriate.
6. To provide cover for any member of the administration team in accordance with school priorities
7. To participate in appraisal reviews, in line with school policy.
8. To manage both internal and external relationships, striving for excellence in stakeholder satisfaction and to adhere to a high challenge, low threat philosophy.
9. To work effectively and successfully in your team within school. To participate in continuing professional development opportunities as identified through appraisal and ensuring ability to fulfil role effectively.
10. A great deal of the information and work dealt with is, of necessity, confidential, and it is important that none of this information is disclosed to any unauthorised person, and that is dealt with discreetly and with integrity.

To be alert to issues of safeguarding child protection ensuring that the welfare and safety of children attending the School is promoted and safeguarded and to report any child protection concerns to the designated Safeguarding Lead using safeguarding policies procedures and practice.

To adhere to the Whistleblowing Policy

Name of post holder

Signature

Date