**WELLBEING MENTOR**

# ROLE DESCRIPTION

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| Job title & Grade | Wellbeing Mentor  Grade 7  Z238 |
| Reporting & Communication | Headteacher  Assistant Headteacher  School Business Leader |
| Hours | Full time 37 hours per week worked over 5 days, Monday to Friday |
| Annual Leave | Term time only incorporating pro rata annual leave entitlement and bank holidays |
| Probationary Period | 6 months from date of appointment |
| Job Purpose | To be a key member of the Pastoral and Mental Health Support Team. The main responsibility of which will be to support identified students with their wellbeing through the planning and coordination of targeted interventions that are delivered within a group or 1:1 basis. |
| Additional Duties | None |
| General | The list of duties is not exhaustive and may be subject to other duties commensurate with the role. |
| Confidentiality | All employees are required to maintain confidentiality regarding any information about finance, students and employees. |
| Checks | This post is required to undertake a DBS check |
| Role Description | This role description is subject to review and change from time to time |
| Main Duties | The main duties of the Wellbeing Mentor include:   * To carry out screening, planning, and delivery of suitable interventions to support students with low-level mental health concerns and those students requiring further support for areas such as identity and self -confidence. * To work as part of an extended school pastoral support team to triage, review and monitor referrals and manage a caseload of students that have been agreed for intervention. * To develop systems to support students and remove barriers to learning. * To develop a 1:1 mentoring relationship with identified students needing particular support, to work with them for an agreed specific time period and to support them to achieve the goals defined in their action plan. * To aid in the provision of small group support opportunities, which may use the Keyfund framework, in identified areas of need, such as communication difficulties, stress management and self-esteem. * To coordinate, facilitate and review Early Help Assessments and accurately record and monitor student progress. * To work in a collaborative multi-agency approach to develop close links with families and outside agencies to ensure good student outcomes. * To act as a point of contact for all staff (both within and outside school) working with those students receiving mentoring, in order to aid inter-professional and staff : student communication. * To accompany students on out-of-school activities. * To monitor student wellbeing and complete home visits where necessary. * To attend appropriate professional development and training and where necessary help deliver and develop training within school. |
|  | * To assist with whole-school CPD to increase staff knowledge and skills for working with mental health needs. * To be part of a quick response service for both students and staff at times of trauma or crisis within school. * To assist the successful transfer of identified students from middle schools along with the Year 9 team. * To develop and disseminate a knowledge resource base relating to issues that can hinder a student’s learning and development and appropriate response strategies. * To network with other mentors within the authority and share good practice. * To support the whole school promotion of positive mental health and wellbeing, which will include helping to run wellbeing week and delivering assemblies   General:   * Be aware of, and comply with, policies and procedures relating to child protection, health, safety, and security. * Confidentiality and data protection, reporting all concerns to an appropriate person. * Be aware of and support difference and ensure equal opportunities for all. * Contribute to the overall ethos/work/aims of the school. * Appreciate and support the role of other professionals. * Attend and participate in relevant meetings, as required. * Participate in training and other learning activities and performance development, as required. |

Signature of post holder \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_

Signature of manager \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_

**This school is committed to safeguarding and promoting welfare of children and young people. Please note this position will require an Enhanced disclosure form from the Disclosure and Barring Service.**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken my not be identified. This document must not be altered once it has been signed but will be reviewed regularly.

Employees will be expected to comply with any reasonable request for a manager to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

This job description may be reviewed as part of the appraisal scheme on a regular basis and any part of it may be amended as a result of such review or at any time after consultation with the post holder.

# Person Specification

**POST:**  **Wellbeing Mentor**

### **SCALE:** **Grade 7**

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| **Area** | Criteria Requirement – E = Essential – D = Desirable | **Requirement** |
| **Qualifications, Skills and Attributes** | * Current national qualification at Level 4 or degree in relevant discipline * Proficient ICT skills in order to carry out administrative duties accurately and efficiently. * Familiarity with writing concise case notes and recording on CPOMS (Child Protection Online Management System). * An understanding of and commitment to Equal Opportunities Policies and Disability Equality Duties * Familiarity with mental health screening tools and their application * The ability to manage a caseload of referrals, assessments and liaising with staff, students, families and other agencies and organisations * A sound understanding of Child Protection Safeguarding issues, policies and procedures * The ability to engage constructively with, and relate to, a wide range of young people and families/carers * Previous experience of delivering intervention sessions * Previous experience of planning and implementing individual pupil support plans and monitoring student progress * Previous experience of working with vulnerable students and those with mental health needs * Previous experience of the EHA (Early Help Assessment) process and contributing to or leading TAF (Team Around the Family) meetings * Full driving licence | D  E  D  E  D  E  E  E  E  E  E  D  D |
| **Experience** | * Experience in working with young people and the ability to recognise a student’s needs * Experience in delivering intervention programmes including parenting programmes | E  D |
| **Personal qualities** | * A friendly, calm, positive and flexible approach * Self motivated and enthusiastic * Resilient in stressful situations * Good attendance and punctuality records * Able to work on own initiative and as part of the pastoral team | E  E  E  E  E |