

# Wellbeing Intervention Manager (Maternity Cover) - Job Description

**POST TITLE:** Wellbeing Intervention Manager (Maternity Cover)

**GRADE:** NJC Scale 5

**POST REPORTS TO: Senior Mental Wellbeing Lead** 

**HOURS:** 37 hours per week, Term time only.

**LIAISON WITH:** Students, Colleagues in school, parents, outside agencies.

### MAIN PURPOSE OF THE POST

To support students' learning by focusing on all barriers, perceived and actual through 1:1 intervention and small groups sessions. These sessions are time specific and students are referred via the school's internal wellbeing referral system. Sessions and progress are evaluated through self-report, exit assessment, gradebook, attendance, rewards and sanction.

### Identification

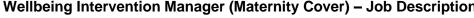
- To liaise and work with pastoral and teaching staff to identify students who require additional support. Identification is through attendance registers. rewards and sanctions, gradebook, weekly pastoral data, students selfreporting, parental concerns and staff observations.
- As part of the identification process, work with the Senior Mental Wellbeing Lead (SMWL) to prioritise caseload.

## Referral Process

- To review the current referral process and referral form to ensure optimum support for all identified students in a timely fashion.
- To reduce waiting time for support and intervention in order for students to build up their resilience to deal with issues.
- To be pro-active rather than reactive in order to reduce instances of self-harm and low mood in students.
- To promote the referral process in order to provide early intervention to reduce instances of referrals to external agencies where possible.

### Assessments and Emotional Tracking

- To facilitate and record a baseline entry emotional assessment package for each student to identify the optimum child centred intervention
- To report the outcome of all assessments to the SMWL
- To identify a fixed term of intervention sessions, normally 6 sessions, with a clear entry and exit process which is recorded, evaluated and fed back to appropriate stakeholders including SMWL, parents and key staff





















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- To write an exit report including any recommendations for further intervention eg for external agency involvement
- To liaise and follow up with year teams and staff after a period of time (potentially one month) after the end of the intervention
- To follow all safeguarding procedures if any assessments raise concerns of this nature
- To contribute to the whole school emotional tracking system which is led by the SMHL

### Interventions:

- To lead time specific therapeutic, wellbeing and behavioural interventions that are causing barriers to learning.
- To provide 1:1 and small group sessions which are timetabled
- To ensure that students only attend at their timetabled sessions and that this is communicated to teaching staff
- · To timetable slots sensitively to minimise impact on learning for the student
- These interventions may include: CBT based work, Mindfulness, Living Life to the Full, Seasons for Growth, therapeutic based work eg art and music therapy, supporting low mood, self-harm, low self-esteem, anxiety and panic attacks bereavement and loss and resilience.
- To facilitate all assessments at the start and end of interventions and ensure these are communicated to the relevant staff
- To run drop in mental wellbeing sessions and activities at lunch times and after school
- To follow all safeguarding procedures if any intervention or drop in sessions raise concerns of this nature

### General Responsibilities:

- To undertake all training as and when appropriate. Training will be provided as necessary
- To support with any activities as part of the whole school wellbeing strategy
- · To work with SMHL and linked staff and other stakeholders
- To be actively involved in the transition of students either mid year or between key stages 2-5 and attend and lead any meetings as appropriate, particularly with regards to Managed Transfers and Permanent Exclusions
- · To keep appropriately detailed records of interventions with students
- To participate in school routines and rotas
- To have responsibility for promoting and safeguarding the welfare of all students
- To have due regard for the School's Health and Safety policies
- To take part in the annual professional development review for support staff being aware that job descriptions are subject to regular review
- To undertake any other duties which may be assigned to the post from time to time as directed by the Head.

Determination Honesty Readiness Respect Spark