

Job Profile

Position Details	
Post	Senior Teacher for Emotional Wellbeing and Mental Health
Service Area	Adults & Health/Public Health/Commissioning & Health
Reports to	Anchor Approach Manager
Grade	Upper Pay Range 2, TLR 2
Job Family	To be completed by HR

Role Purpose
<ol style="list-style-type: none"> 1. To use knowledge and language of schools to influence policy, systems and practice in order to bring change and strengthen the emotional wellbeing and mental health of children and young people educated in Haringey 2. To work to fulfil the priorities outlined in the Haringey Trailblazer project for emotional wellbeing and mental health, using knowledge and experience of schools to support the effective implementation of mental health support teams in schools and the relevance to teaching and learning 3. To work in collaboration with colleagues in schools, CAMHs, children's services, health services and third sector organisations to strengthen joint working and increase emotional wellbeing and mental health of vulnerable groups, including looked after children, adopted and previously looked after children 4. To improve outcomes for pupils with emotional needs whose resulting behaviour increases exclusion risk; working to reduce exclusion 5. To work collaboratively with colleagues within the Anchor Project and the Public Health team to ensure quality delivery of events and activities

Main Responsibilities
<ol style="list-style-type: none"> 1. Utilise knowledge and skills to lead on the management of the 'Anchor whole-school offer' to schools to increase uptake, monitor progress and evaluate impact 2. Use experience of adapting school policy, systems and practice to meet the needs of children at risk of exclusion when leading on improving outcomes for pupils with emotional needs whose resulting behaviour increases exclusion risk; working to reduce exclusion and evaluate impact 3. Use knowledge of educational pedagogy when liaising directly with other professionals and agencies in regards to meeting the emotional and learning needs of vulnerable children in Haringey schools 4. Use knowledge of teaching and learning when leading on planning and delivery of training, the development of resources and the delivery of events to fulfil the priorities outlined in the Haringey Trailblazer project for emotional wellbeing and mental health and evaluation of impact 5. Work with colleagues in schools, children's services, CAMHs, CCG and third sector organisations, as required, to embed the Anchor element of the Haringey Trailblazer Programme in schools

6. Work with colleagues in public health, schools, CCG and early years to deliver Anchor programmes and initiatives which are part of the 0-5 Healthy Child Programme, and promote collaborative working
7. Use knowledge of school systems and practice when working with colleagues in CAMHs and the CCG to ensure a 'joined up service' which clearly signposts interventions running in the borough from universal up and avoiding duplication
8. Use knowledge of school policy, systems, practice and educational pedagogy when supporting and contributing to multi-agency working across Haringey
9. Work with the council's Fostering Service to develop systems and practice which is attachment aware, trauma informed and uses the How to BE tool to scaffold Foster Carer supervision
10. Use experience and knowledge of teaching and learning to develop and deliver training in attachment aware, trauma informed practice to support the translation of the work in schools, local authority departments, health services and the third sector, as appropriate
11. Work with and support professionals from identified agencies to empower them to develop attachment aware, trauma informed practice in their own organization
12. Work with staff in the local authority, health services and the third sector to ensure that attachment aware, trauma informed practice is central to projects, interventions or clubs aimed at improving outcomes and life chances of vulnerable children and Haringey looked after children
13. Use experience of adapting school systems and practice to meet the needs of children at risk of exclusion when working with colleagues in the local authority, health services, the third sector and independent providers, as appropriate, to support the stabilisation of education and home placements, to reduce education and home placement breakdown
14. Regularly report on the progress of agreed workstreams, in line with the Anchor Project brief to the Anchor Approach Manager
15. Lead meetings, coordinate events and attend team meetings
16. The post holder must at all times carry out his/her duties with due regard to the Council's Customer Care and Equal Opportunities Policies and in accordance with the Council's Mission Statement and values

Generic Responsibilities

1. Understanding, knowledge and ability to follow guidelines that ensures compliance with Health and Safety at Work, Data Protection and other statutory requirements.
2. Understanding and commitment to promoting and implementing the Council's Equal Opportunities policies.
3. Knowledge and experience of using IT.
4. To undertake any other temporary responsibilities aligned with the overall purpose and grade of the role.

Knowledge, Qualifications, Skills and Experience	Essential or Desirable
<p><u>Qualifications:</u></p> <p>Qualified teacher status</p> <p><u>Knowledge:</u></p> <p>A. An interest in and knowledge of research around social, emotional, behaviour and mental health and a grasp of national developments</p> <p>B. A thorough understanding of best practice in the management of social, emotional, behaviour needs in education and home settings</p> <p>C. A working knowledge of the Anchor Approach</p> <p>D. Experience of using their teaching skills outside the school setting</p> <p><u>Skills:</u></p> <p>1. Ability to work with a range of professionals including Headteachers, Senior Management Teams, teachers and staff, local authority Support Teams, Governors, School Improvement Partners, local authority Officers, health professionals and key partner agencies</p> <p>2. Strong interpersonal skills, an ability to communicate clearly both orally and in writing, and an ability to build effective working relationships</p> <p>3. Confident user of information and communication technology (ICT) with an ability to establish systems for record keeping</p> <p>4. Ability to effectively prioritise own work, to work both independently and as part of teams, with capacity to work under pressure and meet deadlines</p> <p>5. Ability to sensitively and effectively tutor, mentor and coach colleagues</p> <p><u>Values:</u></p> <p>a) Commitment to building resilience and wellbeing in the borough of Haringey, providing a responsive and supportive service and a willingness to constantly seek ways of improving, so that there is a strong legacy for the future</p> <p>b) To be interested in and respectful of others, with a commitment to deliver services within the framework of Haringey Council's equal opportunities policy</p> <p>c) Being approachable, willing to share expertise, skills and knowledge, and able to encourage others to do so</p> <p>d) Willingness to be flexible, with an ability to adapt to changing needs, to work off-site according to the needs of the projects e.g. conferences, in-service training sessions and external partnership meetings</p> <p><u>Experience:</u></p> <p>i. Experience of leading change in aspects of school policy, systems or practice</p> <p>ii. Experience in leading meetings and coordinating events</p>	<p>❖ E</p> <p>A. E</p> <p>B. D</p> <p>C. D</p> <p>D. D</p> <p>1. E</p> <p>2. E</p> <p>3. D</p> <p>4. E</p> <p>5. D</p> <p>a) E</p> <p>b) E</p> <p>c) E</p> <p>d) E</p> <p>i E</p> <p>ii E</p>

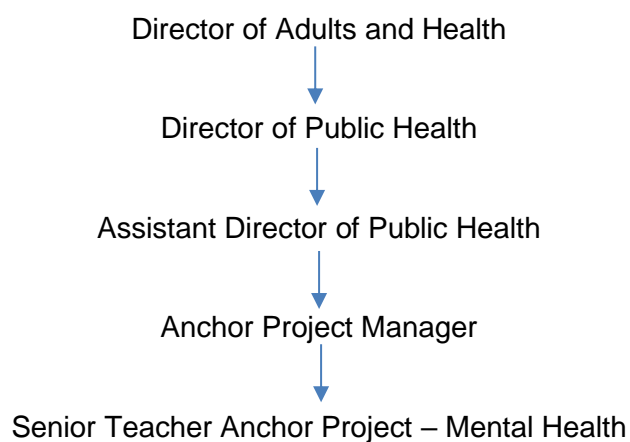
Main Contacts & Other Information
<p><u>Main Contacts:</u> Ceri May</p> <p>ceri.may@haringey.gov.uk</p> <p>020 8489 3160</p>

Other Information:

This position requires the postholder to undergo a DBS (Disclosure and Barring Service) check.

Organisational Structure

Please provide organisation structure chart.



Additional Information

Please complete the additional information as fully as you can

Supervision / Management of People

Please indicate which group best describes the total number of staff the post holder is responsible for:

None	Up to 5 staff	6 to 15 staff	16 to 49 staff	50 plus staff
✓				
Are the staff based at the same work location?				Yes
Will the post holder be responsible for contract / agency / project staff?				Yes

In the normal course of their duties would it be reasonable to expect the job holder to undertake, or be involved in, any of the following on a regular basis.

If Yes, please provide an estimate of the % of their working day this involves.

Work Environment					
Activity	Yes/No	% of working day	Activity	Yes/No	% of working day
Office duties.	Yes	25%	Use of a computer.	Yes	25%
Audio typing.	No		Crisis or conflict situations.	No	
Walking more than a mile.	No		Manual handling.	No	
Working alone or in isolation.	No		Working in confined spaces.	No	
Driving a car, van or minibus.	No		Preparing or serving food.	No	
Exposure to infectious diseases, e.g. Tuberculosis (TB) or Hepatitis B.	No		Working in awkward positions, e.g. stooping, bending, reaching.	No	
Exposure to substances hazardous to health, including lead, asbestos or radioactive substances.	No		Operating heavy or hazardous machinery including forklifts, diggers or cranes.	No	
Regular and repetitive movements.	No		Working shifts / unsocial hours, nights.	No	
Outdoor work involving uneven surfaces.	No		Standing or sitting for prolonged periods.	No	

Activity	Yes/No	% of working day	Activity	Yes/No	% of working day
Working shifts / unsocial hours / nights.	No		Working at heights / on ladders, roof work.	No	
Teaching, or responsibility for, children.	Yes	5%	Outdoor work involving extremes of temperature.	No	

Electrical hazards.	No		Control and restraint.	No	
---------------------	----	--	------------------------	----	--

Resources – identify & list personal and identifiable accountability for physical and financial resources including those of clients:
N/A
Cash/Financial Resources - Is the post personally and identifiably accountable for the accurate handling / security of cash and cheques? If yes, specify the average amount controlled at any one time and the nature of the accountability:
No
Plant/Equipment - is the post personally accountable for the proper use / safekeeping of plant / equipment? If yes, please indicate the type(s) of plant/equipment and the nature of the accountability:
No
Stocks/Materials - Is the post personally accountable for materials / items of stock? If yes, please indicate the type and approximate value and the nature of accountability:
No
Data Systems - is the post personally accountable for the use, manipulation and safekeeping of data systems whether manual or computerised? If yes please indicate the type of system(s) and the nature of the accountability, whilst explaining the importance of the data systems to the Council's operations:
Yes – staff names and contacts data linked to the project. The project needs to link with staff from schools, children's services, health professionals & third sector organisations. Essential to deliver on the boroughs emotional wellbeing and mental health agenda.
Buildings - Is the post personally accountable for the proper use and safekeeping of buildings? If yes please indicate the type of building(s) concerned and the nature of the accountability:
No