**JOB DESCRIPTION: Wellbeing Leader**

**Our Aim**

Liberty Training is an organisation devoted to improving the lives of society's most vulnerable and needy individuals, supporting them to achieve the most in their lives. With our combined knowledge and experience Liberty Training deliver an optimum service to help learners achieve their full potential and make a positive impact on society through our nurturing and supportive Specialist Post-16 College and our soon to be established high school, Liberty High.

**Your Role**

The role of **Wellbeing Leader** is to provide whole college leadership in mental health and wellbeing, including promotion, education, training, initiatives, resources, policies, and procedures, working very closely with the Learning Support Co-ordinator & Pastoral Lead. This vitally important role is central to the promotion and protection of the wellbeing of our whole community as well making sure that we give the best possible support to learners with identified SEND and mental health needs. This is a key leadership role involving collaboration with the SLT and external organisations such as health services and social services. You will be responsible for safeguarding as a Deputy Designated Safeguarding Lead and be the main point of contact for behaviour, recognising that unwanted behaviours are often linked to mental health and wellbeing.

You will be a visible leader working alongside the SLT, developing staff, effectively identifying areas for development and ensuring high quality wellbeing support which helps each individual learner to achieve their personal goals.

This is an exciting opportunity for an experienced leader to assist in the expansion of a learner-centred organisation which continues to grow year on year. You will be working in an exciting and versatile environment for a fun and supportive organisation that works to make a difference in people’s lives.

You will be accountable to the Headteacher.

**Requirements**

You will be required to be available for work for 200 days per year (directed time), Monday- Friday 8.30am – 4.30pm, In addition to your directed days, you will be required to work such reasonable additional hours as necessary to complete your tasks. You are entitled to a 30-minute unpaid lunch break per day.

You must have an outgoing, friendly and confident personality with a positive attitude and a passion for helping others. Our team are motivational speakers, inspirers, and energisers who broaden horizons and break down barriers to progression.

At Liberty, we have a learner-centred approach and are looking for someone with the same philosophy. We have a holistic approach to working with our learners, helping them wherever possible with the challenges that life may throw at them, and to join our team, you would need that same outlook.

The Liberty Team have an ‘all hands on deck’ approach, so when you are not fulfilling the elements of your role, you may be required to assist the team in other areas.

We are looking for an experienced practitioner, who is highly efficient and organised with effective communication skills, who can establish and maintain positive working relationships with others both internally and externally to achieve the goals of the organisation and provide efficient and effective support for our learners. The ideal candidate will be kind, calm and positive with a pro-active attitude; a creative problem-solver and hard-working professional with a good sense of humour. You will be learner-centred in your approach, able to anticipate, understand, and respond to the needs of learners to meet or exceed their expectations within the organisational parameters. You should be a good team player and work cooperatively and effectively with others to set goals, resolve problems, and make decisions that enhance organisation effectiveness.

**Responsibilities**

*Strategic development of wellbeing policy and provision*

* To develop and oversee the whole-college approach to mental health and wellbeing, including support for learners, staff and the wider community.
* To understand the needs of all stakeholders and implement evidence-based strategies to address these needs.
* To upskill staff so that they are able to support learners’ mental health and wellbeing.
* To understand and build links with local mental health services and other external agencies.
* To champion the college’s commitment to delivering excellent outcomes in whole-college mental health and wellbeing.
* To act as the Senior Mental Health Lead across the college (SMHL).
* To be responsible for leading safeguarding across the college, as the Deputy Designated Safeguarding Lead (DSL – see separately job description).

*Whole-college approach*

* Create, implement and sustain a whole-college approach to mental health and wellbeing, including:
  + Tailoring it to the college’s needs, including learners, staff and parents.
  + Working closely with other relevant members of staff to make sure the approach is linked with other policies and processes, for example safeguarding, behaviour, attendance and attainment.
  + Monitoring and evaluating the impact of the whole-college approach to continually improve it, including asking for staff, learner and parent feedback.
* Build working links with appropriate local mental health services and external agencies to co-ordinate mental health provision across the college.
* Work with relevant members of teaching staff to review the college’s curriculum and make sure there are cross-curricular approaches that promote positive mental health and wellbeing.
* Develop a college-wide mental health and wellbeing policy that details the whole-college approach as well as guidelines and processes for staff to follow.
* Create and maintain a comprehensive range of evidence-based resources to help learners, staff and parents manage their own mental health.

*Supporting learners*

* Use and be able to adapt relevant tools to assess learners’ mental health and wellbeing needs.
* Develop, lead and oversee the delivery of interventions to address learner behaviour, mental health and wellbeing needs, including 1-to-1, group and whole-class support.
* Develop, lead and oversee an effective early intervention and prevention strategy that identifies learners exhibiting early signs of poor mental health or wellbeing, and provides them with access to timely support.
* Establish a clear process for referring learners to NHS services when appropriate.
* Implement a process to identify learners who may have additional needs, working with other staff across the college to use pre-existing documents, such as education health and care plans, where appropriate.
* Develop effective plans to empower and involve learners in contributing to the whole-college approach to mental health and wellbeing.
* Act as the behaviour lead, supporting the team with learner behaviours, following the behaviour policy and monitoring the behaviour and progress of learners.
* Manage the transition of new learners arriving or existing learners returning to college, putting the necessary support in place to overcome any barriers to learning.
* Facilitate Youth Participation Group meetings

*Working with and supporting staff*

* Identify, plan, deliver and assess all training and development needs of staff with regard to supporting learner mental health and wellbeing across the college, including providing INSET training.
* Develop training and resources to make sure staff understand the college’s interventions, and know how to spot early signs of poor mental health or wellbeing in learners.
* Make sure all staff are aware of the college’s processes with regard to mental health and wellbeing, including the referral pathway for reporting and responding to mental health concerns.
* Work collaboratively with other members of staff, including the Head of College, LSCO & SLT to discuss learners who need safeguarding, behavioural, mental health and wellbeing support.
* Coach, support and train staff who are in contact with learners with behavioural issues or mental health needs to implement appropriate strategies.
* Liaise with tutors and teaching assistants to support monitoring activities on individual learner behaviour.
* Assess staff mental health needs confidentially and develop an approach to address these needs.
* Champion staff mental health and wellbeing.

*Working with and supporting parents/carers*

* Engage with parents/carers to understand their mental health and wellbeing issues, as well as that of their children, and support them accordingly to make sure there is holistic support for them and their children.
* Liaise with parents/carers to discuss strategies that can help promote positive mental health and appropriate behaviours.
* Provide guidance to parents/carers on navigating and accessing relevant local health services including mental health.
* Communicate with parents/carers following behavioural incidents to discuss the effectiveness of the support in place for their child.
* Act as the lead point of contact for parents/carers in relation to pastoral and behavioural issues, involving relevant staff members as necessary.
* Maintain regular contact with parents/carers to discuss their child’s progress, behaviour and attendance.
* Carry out home visits to support parents/carers with their child’s reintegration.
* Facilitate Parent & Carer Participation Group meetings

*Monitoring, evaluating and administrating*

* Monitor and evaluate the impact of interventions provided to individuals or groups of learners or staff, to understand what is working and adapt the approach as needed, focusing on outcomes.
* Lead and facilitate any college improvement priorities related to behaviour, mental health and wellbeing.
* Monitor the implementation of behaviour, mental health and wellbeing processes, including the referral process and adapt them as needed.
* Analyse and report on behaviour, mental health and wellbeing data termly, and draw up action plans where needed.
* Liaise with the advisory board as required, such as by preparing reports on strategies, processes and interventions.
* Make sure that record keeping is competent and clear at all times.

*Essential training and ongoing development*

* Access and use tools, strategies and resources to support their own mental health so that they can look after themselves.
* Have up-to-date knowledge of the relevant local mental health services, including an understanding of the local triage and referral process for mental health support.
* Reflect on personal development needs, including the needs of the college, and attend relevant training in order to be effective in the role in the college.
* Attend conferences and/or workshops to acquire new knowledge and maintain understanding of best practice in college mental health and wellbeing.

*Working with local services and external agencies*

* Work in partnership with local service providers and mental health professionals to make sure the needs of learners and relevant adults are known, understood and used to shape the local support offer.
* Identify and access the most appropriate statutory or independent mental health service provision available in the local area.
* Work with the Local Authority and Virtual Schools to best support looked after children.

*Safeguarding*

* Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and the college’s safeguarding and child protection policies.
* Act as the DDSL to promote the best interests of learners, including sharing concerns where necessary. This is further covered under the separate DDSL job description.
* Monitor safeguarding incidents via the safeguarding database and report on safeguarding.
* Promote the safeguarding of all learners in the college.
* Support the safeguarding team and wider staff team with any safeguarding concerns.

*General*

* To fully understand the aims, objectives, ethos & values of Liberty Training & to reflect these in your daily working life
* To adhere to Liberty Training policies and procedures
* To act in a professional yet approachable manner at all times
* To attend regular meetings and supervisions to help your own professional development
* To attend training as required
* Any other tasks as required or requested by your Line Manager

**Disclosure and Barring Service (DBS) Checks**

The Disclosure and Barring Service (DBS- formerly CRB) helps employers make safer recruitment decisions.  A number of roles, especially those involving children or vulnerable adults, are subject to a criminal record check.  All job offers are subject to successful DBS checks, an individual not being listed on the POVA register and are subject to a final offer of employment being made by Liberty.

The Wellbeing Leader will be required to safeguard and promote the welfare of learners and follow college policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Wellbeing Leader will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Directors.

**PERSONAL SPECIFICATION:**

**Wellbeing Leader**

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| **Qualifications & Training** | **Essential** | **Desirable** |
| GCSE or equivalent, including Grade C or above in English and Maths | ü |  |
| Safeguarding Level 3 (or willingness to achieve) | ü |  |
| SEND qualification |  | ü |
| SMHL qualification (or willingness to achieve) | ü |  |
| A commitment to further professional development. | ü |  |
| **Experience** |  |  |
| Experience of working with young people of a relevant age, dealing with behaviour, mental health and wellbeing challenges | ü |  |
| Experience working with children/young people with additional needs (e.g. SEND, behavioural, mental health) | ü |  |
| Experience supporting and working closely with families, parents and carers | ü |  |
| Experience of assessing the needs of others | ü |  |
| Experience of working with outside agencies and participating in meetings | ü |  |
| Experience of delivering programmes for learners with mental health and wellbeing challenges, including 1-to-1, small group and whole-class activities | ü |  |
| Experience of delivering training, CPD and briefing sessions on mental health and wellbeing | ü |  |
| Experience of coaching and advising others on suitable interventions | ü |  |
| **Skills & Knowledge** |  |  |
| Strong listening skills and proven ability to deal with sensitive situations with integrity | ü |  |
| Proven ability to communicate effectively with adults and young people with SEND, including through written and verbal communication | ü |  |
| Proven ability to tailor plans and interventions to individuals’ needs | ü |  |
| Proven ability to create good relationships with learners, staff and parents/carers | ü |  |
| A well-developed understanding of strategies to manage and support young people and adults with mental health and wellbeing challenges in a college environment | ü |  |
| Knowledge and understanding of the triggers that can lead to poor mental health and wellbeing and unwanted behaviours | ü |  |
| Ability to review policies and procedures | ü |  |
| Excellent understanding of safeguarding policies and procedures & their role in child protection | ü |  |
| Proven ability to be flexible to changing workload demands and new challenges | ü |  |
| Ability to use IT systems and to conduct analysis and produce reports |  | ü |
| Tailoring plans and interventions to individual learners | ü |  |
| Able to use IT systems and to conduct analysis and produce reports | ü |  |
| Able to create good relationships with learners, staff, parents/carers and external agencies | ü |  |
| Knowledge of available support services in the local area | ü |  |
| A respectful attitude to differences and a strong understanding of equality & diversity | ü |  |
| Knowledge and understanding of confidentiality and its importance in this type of work | ü |  |
| **Personal Qualities** |  |  |
| Commitment to promoting good practice and adhering to the company ethos and values, providing the best possible opportunities for all learners | ü |  |
| Patient and calm with a well-developed sense of empathy |  |  |
| Good time management skills with the ability to work under pressure and prioritise effectively | ü |  |
| Committed to maintaining confidentiality at all times | ü |  |
| Committed to safeguarding, equality, diversity and inclusion |  |  |
| Organised, good time management, proactive and self-motivated | ü |  |
| A positive ‘glass half full’ attitude | ü |  |
| Car owner & driver | ü |  |

**Notes:**

This job description may be amended at any time in consultation with the postholder.

**Head of College signature:**

**Date:**

**Postholder’s signature:**

**Date:**