

OUR LADY IMMACULATE

CATHOLIC ACADEMIES TRUST

WELL BEING and EDUCATION LINK LEADER



WELCOME

Welcome to Our Lady Immaculate Catholic Academies Trust.

We are a group of 11 Catholic Schools situated across the northern part of the Catholic Diocese of Northampton located in the counties of Northamptonshire and Bedfordshire; the Trust consists of nine Primary Schools and two Secondary Schools who liaise and collaborate closely together.

We enjoy working together, to ensure that all children across our Catholic schools are provided with the best possible academic, spiritual and moral education, within a safe and happy environment.

You would be joining a new Catholic Multi Academy Trust formed in February 2020 by the merging of 3 existing Catholic Academy Trusts. All central services: Finance, HR, Operations, IT and Governance is provided by a centralised team each led by an expert professional in their own field enabling the schools to focus on teaching and learning.

We are delighted you are interested in joining our Trust and I wish you well in your application.

Tony Bishop, Strategic Executive Lead



JOB DESCRIPTION

OVERVIEW

Job Title:	Well Being and Education Link Leader
Commencement Date:	September 2020
Closing Date:	12 noon, Monday 4 th May 2020
Interview Date:	To be confirmed but expected to be conducted mid-May
Salary / Scale:	£41,065 - £43,144 (FTE) Leadership scale (L1 – L3)
Contract type:	Permanent, Full Time
Purpose of the Position:	To support schools within Our Lady Immaculate Catholic Academies Trust to develop effective wellbeing and inclusion provision that promotes positive mental health, social and emotional development and enables all pupils to access the school’s curriculum so that they can make academic progress.
Key Responsibilities:	<p>The post will lead the training and upskilling of all staff to be aware of wellbeing and positive mental health and to be equipped with management strategies to support staff to manage the welfare of pupils who experience challenging personal circumstances resulting in behaviour typical of childhood trauma.</p> <p>The professional responsibilities and duties of a Lead Teacher are contained in the School Teachers’ Pay and Conditions Document and the DfE Teachers’ Standards.</p> <p>This job description may be amended at any time, following consultation between the employee and the Director of School Improvement and will be reviewed annually.</p>
Responsible to:	OLICAT Director of School Improvement
Accountable to:	OLICAT Strategic Executive Lead

MAIN DUTIES

1. Underpinning Values

Using evidence from successful practice elsewhere, the objective of the role is to work as part of the School Improvement Team to provide advice, coaching and training, for staff, that develops schools' capacity to secure the wellbeing of pupils so that they develop positive mental health and the social and emotional skills required to enable them to progress in the cognitive domains of learning. Underpinned by principles of inclusion, our intention is to also nurture the adults so that they are better able to nurture the children and young people within our Trust. It is our intention to create learning environments that meet the needs of all children and young people, facilitated by skilled and emotionally aware adults who actively contribute to their own health and wellbeing thus serving as positive role models for the learners in our care.

2. Overall objectives of the role

- Provide support, advice and training for schools so that provision for wellbeing improves and has a positive impact on outcomes for pupils.
- Upskill teaching and support staff so that they are aware and exhibit practice which contribute to the wellbeing and positive mental health of children, young people and staff.
- Upskill school teams so that they effectively manage the welfare of learners who experience the most challenging of circumstances and as a result exhibit behaviour typical of childhood trauma.
- Assist schools in creating sustainable infrastructures and practices which contribute to positive wellbeing for children, young people and staff.
- Help schools improve the engagement of pupils and their families so that learners can achieve their potential.
- Provide advice and support for schools so that they can integrate wellbeing and positive mental health practices into their evolving school curriculum.
- Shape and monitor the quality of provision for some of our most vulnerable learners, including that which supports the wellbeing of pupils eligible for Pupil Premium funding so that they can achieve their potential in the cognitive domains of learning.
- Develop strategies to secure good rates of staff and pupil attendance and monitor the impact of these across OLICAT schools.
- Provide advice and support for leadership, including governance so that they can strategically plan for improvement as required.

3. Key Duties

- Provide training for teachers and educational support staff so that they are able to explicitly teach the **social and emotional** skills required to enable pupils to access the school curriculum.
- Provide advice and training for staff to help them to understand some of the challenges associated with **early childhood trauma** and to upskill support staff so that they are equipped to manage the needs of some children and young people who experience challenges with inclusion due to established patterns of behaviour.
- Advise schools about the kind of **relational and learning environments** that support wellbeing, including positive mental health and support positive cognitive outcomes.
- Work with school leaders so that they are upskilled to **integrating learning behaviours** into their school curriculum.
- Work with individuals or groups to **model practice** where appropriate.

- Provide advice and training for school leaders about the integration of **positive mental health** strategies that secure wellness and good attendance rates.
- Help schools to develop provision to support **staff and pupil resilience** so that they can self- regulate and provide models of practice where appropriate.
- Contribute to the Trust’s model of ‘**Supervision**’ to support the wellbeing of staff in the most challenging roles.
- **Monitor the development of wellbeing and inclusion provision** across our schools and plan for improvement in response to outcomes.
- Update the school improvement team about **latest developments** in the field of wellbeing and mental health.
- Provide advice and support for schools as to how they might work to secure high levels of **parental engagement**.
- Lead **wellbeing initiatives** and events across the trust so that the profile of wellbeing and positive mental health remains a priority for schools.
- Provide advice for schools to improve staff and pupil attendance and monitor the attendance of vulnerable groups across the Trust.
- Undertake **wellbeing reviews** of provision within each school and provide feedback that enables each school to plan for improvement in provision.
- Undertake reviews of **Pupil Premium provision** and co-ordinate the work of other leaders to engage in Peer Review.
- Provide advice and support for **local governance** so that they can effectively monitor wellbeing, positive mental health and inclusion within their schools.
- Inform **OLICAT Trust informed** about the strength and areas for development for wellbeing, mental health, inclusion and outcomes for vulnerable groups.
- Be the **first point of contact** for schools that need support and advice about wellbeing and mental health of children, young people and staff.
- Work as part of **the school improvement team** and Trust HR to align approaches to wellbeing and positive mental health to other aspect of pedagogy and practice across the Trust.
- Travel between Trust sites and to the school sites to **coach and train staff** as required.
- Create a **suitable working schedule**, under own initiative, that responds to the improvement needs of schools.
- **Attend school improvement meetings** in order to contribute to strategic planning for improvement.
- **Monitor provision** for vulnerable groups.
- Monitor patterns in **attendance for vulnerable groups**.
- In collaboration with Trust HR **respond to staff attendance** across the trust and determine patterns that may be linked to wellbeing.

4. Professional Development

- Keep up to date with changes and initiatives linked to reading and disseminate information to improve practice.
- Participate in the Trust’s performance management processes
- Participate in further training and development to improve own professional development

5. Working with colleagues and other relevant professionals

- Communicate effectively and professionally with colleagues, Trust Directors, Governors and other external agencies where appropriate
- Collaborate and work effectively with Headteachers, Class Teachers, Teaching Assistants, English Subject Leaders, Inclusion Leaders, Trust Central Team Leaders and other Lead Teachers within the Trust.
- Collaborate and work with colleagues and other relevant professionals within and beyond the Trust including Northampton Office for Religious Education, Evangelisation, Catechesis and Schools (NORES) DfE, Local authorities where appropriate, other schools and other relevant organisations.,

6. Personal and Professional Conduct

- Preserve the integrity and confidentiality of all people encountered as part of this role.
- Uphold public trust in the teaching profession and maintain high standards of ethics and behaviour, within and outside the Trust and its schools.
- Have proper and professional regard for the Catholic ethos, policies and practices of the school and maintain high standards of attendance and punctuality.
- Understand and act within the statutory frameworks setting out the professional duties and responsibilities.

7. Any Other duties

The post holder will be required to safeguard and promote the welfare of children and young people, and follow school policies and the Trust Code of Conduct. The Trust is committed to ensuring that it complies with all legislative requirements on safeguarding and child protection and that the Trust actively values and promotes diversity, unity and community cohesion and that it supports pupils to become successful, compassionate citizens. The Trust will ensure a continual focus on equality as measured by pupil progress and outcomes.

This post is subject to satisfactory references that will be requested prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications plus verification of the right to work in the UK.

The post-holder must carry out their duties with full regard to the Trust's Equal Opportunities Policy in relation to employment and service delivery.

Whilst every effort has been made to outline the key duties and responsibilities of the role, it is not an exclusive list. The duties and responsibilities of the role may vary from time to time and the post holder may be required to undertake other duties and responsibilities commensurate with the role as directed by the Director of School Improvement or the Trust's Strategic Executive Lead (Chief Executive Officer).

PERSON SPECIFICATION

1. TRAINING AND QUALIFICATIONS

	Essential	Desirable	Evidence
Qualified Teacher Status	√		App form
Degree	√		App form
Professional qualification in education, mental health or well being		√	App form
Master's degree (or equivalent)		√	App form
Specialist Leader status		√	
Diploma in Educational Mental Health Practitioner (EMHP)		√	App form
Qualification in counselling (BACP accredited)		√	App form

2. EXPERIENCE

	Essential	Desirable	Evidence
Substantial experience of effective practice working in education and/or wellbeing and/or mental health (minimum 4 years)	√		App form interview
Proven evidence of being a highly effective practitioner	√		App form interview
Leadership experience		√	App form interview
Evidence of using innovative approaches to the development of wellbeing and positive mental health	√		App form interview
Evidence of successful partnership working with families	√		App form interview
Evidence of supporting people suffering trauma	√		interview
Experience of coaching and mentoring others	√		interview
Experience of training staff	√		interview
Experience of using data and feedback, as a starting point for developing improvement initiatives	√		App form interview

Evidence of working with others to monitoring the quality of provision and planning for improvement	✓		App form interview
Experience of reporting to others	✓		interview
Experience of working in an educational setting or working in partnership with an education setting.	✓		interview
Experience of leading a wellbeing project		✓	interview

3. SKILLS AND KNOWLEDGE

	Essential	Desirable	Evidence
Excellent knowledge and understanding of the practices that support wellbeing and positive mental health	✓		Interview
Excellent understanding of what constitutes highly effective teaching for wellbeing and inclusion	✓		Interview
Understanding of approaches to curriculum development and an understanding of the national curriculum and the pace of wellbeing within it.	✓		Interview
Comprehensive understanding of strategies for strategies for managing the challenges of people suffering trauma	✓		Interview
High level of understanding of how well being can be included in organisation for learning	✓		Interview
Ability to support planning, monitor, evaluate and review impact of provision	✓		Interview
Ability to work effectively with key partners, associates and systems leaders	✓		Interview
Strong understanding of models of inclusion and a capacity to disseminate this to others	✓		Interview
Willingness to learn from others and to give and seek advice where necessary.	✓		Interview
Proven ability to work collaboratively with others as well as own initiative.	✓		Interview
An understanding of strategy and provision to support good attendance in a school setting.	✓		
An awareness of the needs of vulnerable pupils and their families and, strategies to implement to meet these needs.	✓		Interview
A current driving license.	✓		App form
Trained in Supervision		✓	App form
Trained as a Mindfulness practitioner		✓	App form
Trained in delivering resilience programmes		✓	App form
Experience of using Microsoft office suite for the purpose of reporting		✓	Interview

Experience of working with Governors and/or in a Multi Academy Trust environment		√	
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4. EQUALITY, INCLUSION & SAFEGUARDING

	Essential	Desirable	Evidence
Evidence of ability to integrate equality and safeguarding policies into service delivery	√		interview
Evidence of a strong commitment to inclusion with high expectations of all learners	√		Interview
Experience of implementing strategies for social inclusion		√	Interview

4. PERSONAL QUALITIES

	Essential	Desirable	Evidence
Strong interpersonal skills	√		interview
Commitment to empowering others rather than attempting to control process and outcomes	√		interview
Committed to continued professional development of self and others	√		Interview
Demonstrate ability to remain calm and work under pressure whilst prioritising effectively .	√		Interview
Ability to deal sensitively with people and resolve conflict	√		Interview
Commitment to maintaining confidentiality at all times	√		Interview
Commitment to safeguarding and diversity.	√		Interview

5. CONFIDENTIAL REFERENCES AND OUTCOMES

Applicants must be able to positively provide the following information if successfully appointed:

At least 2 written professional references
Confirmation of professional and personal knowledge, skills and abilities
Positive recommendation from current employer or training organisation
Satisfactory health and attendance record
Satisfactory enhanced DBS check and other pre-employment checks as required

HOW TO APPLY

Further information about the Trust can be viewed on the Trust website: www.olicatschool.org

A candidate pack and application form are available by contacting Mrs Jo Brake-Oakes, Trust HR Lead either by:

- Telephone: 07725 067647;
- email: TrustHR@olicatschools.org or
- by downloading from the Trust website.

If you wish to speak to the Director of School Improvement about this role, then please contact the Trust HR Lead in the first instance.

Completed applications to be sent to the Trust HR Lead at TrustHR@olicatschools.org no later than 12 noon on Monday 4th May 2020.

Interview arrangements will be confirmed in due course.

All appointments will be subject to an enhanced DBS clearance in line with our Safer Recruitment Policy.

Thank you for your interest in our Trust.

For more information, please contact Trust HR by email at: TrustHR@Olicatschools.org or by telephone: 01604 497309 or, visit the OLICAT Trust website: www.olicatschools.org