
Job Title: Co-ordinator for Positive Mental Health

Department: Children, Young People, Education and Skills

Division: Highlands College

Reports to: Head of Teaching, Learning and Development

JE Ref: CYP1098

Grade: CS07

JE Date: 13/10/2022

Job purpose

The College Co-ordinator for Positive Mental Health will contribute towards the implementation of an innovative, comprehensive and effective welfare service for all college students and staff. The postholder will work closely with the Head of Student Life, Welfare Officer for Students and Head of Teaching, Learning and Development within the college and provide an outstanding service for students, staff and external stakeholders.

Job specific outcomes

- To actively seek to develop new ways of working with students, and college staff
- To work under the guidance of the Welfare Officer for Students, and liaise with Personal tutors, to address the needs of students who require help in reducing barriers to learning.
- To work with the Head of Student Life and Head of Teaching, Learning and Development to ensure the college has a vibrant and robust Health and Wellbeing strategy for students/staff.
- To work in conjunction with Head of Student Life, Welfare Officer for Students and Counsellors to plan and oversee college Early Help Services
- To work with the Head of Student Life, Welfare Officer for Students and Teaching, Learning and Development to plan and implement training and awareness raising sessions on aspects of emotional literacy including emotional awareness, self-esteem, social and friendship skills, social communication difficulties, loss, bereavement and family break-up for students/staff. Contribute to the development and implementation of individual education plans (pastoral, attendance or mentoring)
- To work in conjunction with the Student Life Team and Teaching Learning and Development and liaise with tutors, support staff and agencies to plan and deliver training and awareness raising sessions to support the needs of departments and staff. Provide information and advice to enable students/staff to make choices about their own college/life balance and as appropriate, challenge, motivate and promote resilience.
- To work with staff within the Department of Student Life, Teaching Learning and Development and department tutors to plan and implement enrichment/PSHE/participation/staff wellbeing activities/training throughout the academic year.

- To coordinate student access to the college counselling service.
- To communicate regularly with the Head of Student Life, and the Head of Teaching, Learning and Development and Welfare Officer for Students and take advice when making decisions that may impact on the management and reputation of the college.
- To be fully committed to promoting equality and diversity; student/staff involvement and promote services for vulnerable groups
- To undertake such other duties, training and/or hours of work as may be reasonably required, which are consistent with the general level of responsibility of this post.

Statutory responsibilities

Active engagement, participation, and compliance with any other statutory responsibilities applicable to the role, as amended from time to time

This role is politically restricted. The jobholder is not permitted to undertake political activity involving standing for election to the States or as a Parish Constable, or publicly supporting someone who is standing for election or playing a public part in any political manner.

Organisation chart

Principal

Assistant Principal: Student & Core Learning

Head of Teaching, Learning and Development

Co-ordinator, Emotional Health & Wellbeing

Coordinator for Teacher Training

Coordinator for Teaching, Learning and Development

Person Specification

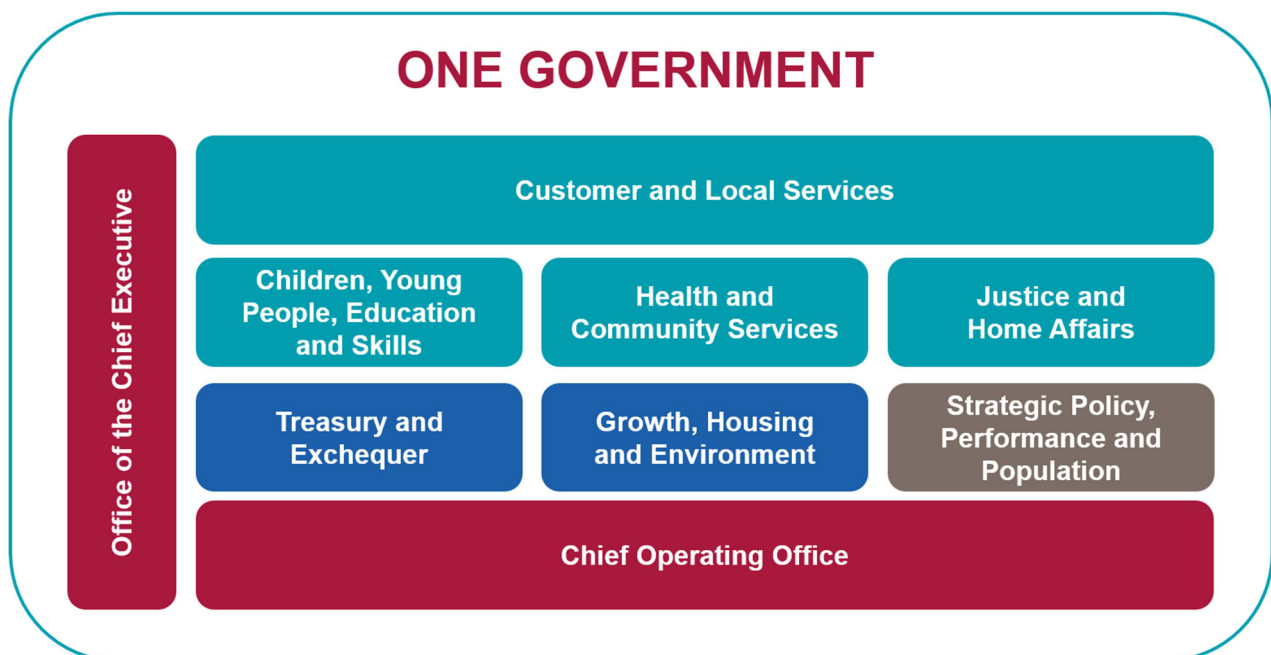
Specific to the role

ATTRIBUTES	ESSENTIAL	DESIRABLE
<p>Qualifications <i>Please state the level of education and professional qualifications and / or specific occupational training required.</i></p>	<p>Educated to A Level or Level 3 equivalent in a subject related area (Education, Social Science or Health)</p> <p>Child & Adult Protection training (level 3 or equivalent)</p>	<p>Level 3 Award in Education & Training (or equivalent)</p> <p>Mental Health First Aider (MHFA) (or equivalent)</p>
<p>Knowledge <i>This relates to the level and breadth of practical knowledge required to do the job (e.g. the understanding of a defined system, practice, method or procedure).</i></p>	<p>Three years' minimum experience of working with children and their families</p> <p>Working knowledge of Jersey Education legislation relevant to the post</p> <p>Working knowledge of Jersey legislation in relation to Safeguarding and Child & Adult Protection.</p> <p>Knowledge and understanding of a range of factors that may contribute to non-attendance in school/college. This will include students at risk of being 'not in education, employment or training' (NEET) and emotionally based non-attendance.</p>	<p>Demonstrable knowledge in typical/atypical child development.</p>

<p>Technical / Work-based Skills <i>This relates to the skills specific to the job, e.g. language fluency, vehicle license etc.</i></p>	<p>The ability to keep and maintain high quality records in line with Highlands College requirements/guidance</p> <p>A strong commitment to working as part of a team</p> <p>A high degree of self-motivation, good organisational skills and a flexible approach, including the ability to work outside of core hours on some occasions</p> <p>Well-developed ICT skills. This would include some knowledge of Microsoft Systems (e.g. Office 365).</p> <p>A current driving licence and the ability to travel across the island</p>	
<p>General Skills/Attributes <i>This relates to more general characteristics required to do the job effectively, e.g. effective written communication skills, ability to delegate, motivation or commitment etc.</i></p>	<p>Excellent interpersonal skills. Good level of people management skills. Good communication skills with individuals, organisations and groups.</p> <p>Demonstrates a good level of emotional intelligence.</p> <p>Confidence to positively influence staff, students, and external stakeholders.</p> <p>Ability to motivate and inspire others.</p> <p>Ability to be assertive as and when required.</p>	
<p>Experience <i>This is the proven record of experience and achievement in a field, profession or specialism. This could include a minimum period of</i></p>	<p>Working knowledge of Jersey Education legislation relevant to the post</p> <p>Working knowledge of a range of assessment frameworks (e.g.</p>	

<p><i>experience in a defined area of work if required by an external body (for example a period of post-qualification experience).</i></p>	<p>assessment framework for early help, EBNA etc).</p> <p>Demonstrable knowledge in typical/atypical child development.</p> <p>Excellent interpersonal skills evidenced by the ability to communicate effectively with a wide professional audience and a broad client base.</p> <p>Knowledge and understanding of a range of factors that may contribute to non-attendance in school/college. This will include students at risk of being 'not in education, employment or training' (NEET), emotionally based non-attendance and other children and young people who may be placed in the category of 'truant'.</p> <p>Awareness of professionals available to support children and adults, and the ability to develop cooperative and collaborative working relationships. As part of this an awareness of own/others' professional boundaries and contributions.</p>	
<p>Criteria relating to Safeguarding <i>Other requirements needed to confirm suitability to work with vulnerable people e.g. attitudes, skills, experience etc.</i></p>	<p>Working knowledge of Jersey legislation in relation to Safeguarding and Child & Adult Protection.</p>	

Organisational structure



Personal Attributes

Delete as appropriate:

Appointees to this role will be required to adhere to and perform their duties in line with the standards identified in the States of Jersey tier 5 core accountabilities attributes and behaviour indicators.

Date of Evaluation

Post Number

Post Band