

JOB DESCRIPTION

Post Title: HLTA Mental Health and Wellbeing	Director/Service/Sector: Children’s services		Office Use
Band: 4	Workplace: Collingwood School and Media Arts College		S1685
Responsible to: Director of Wellbeing and Mental Health	Date: May 2025	Manager Level:	
Responsible for: Working under the direct supervision of the Director of Wellbeing and Mental Health and the Deputy Manager for Wellbeing.			
Job Purpose: To work under an agreed system of supervision and support the school to address the needs of pupils who need particular help with behaviour management, therapies and intervention to support learning.			
Resources	Staff	Working with HLTA's for Wellbeing and Pastoral TA's.	
	Finance	None	
	Physical	Wellbeing resources	
	Clients	Internal (Teachers, groups of students) External (Parents/Carers, External Professionals)	
Duties and key result areas:			
Support for Pupils			
1. Provide differentiated levels of individual support to pupils with their wellbeing and mental health.			
2. Manage the supervision of pupils in the Wellbeing Room, or otherwise not working to, a normal timetable, supporting their Mental Health and Wellbeing needs			
3. Assist with the development and implementation of individual Education/Behavioural/Support/Mentoring plans and behaviour management strategies individual Mental Health and Wellbeing.			
4. Support the Director of Wellbeing and Mental Health and Deputy Manager for Wellbeing in the assessment of pupils to determine those in need of particular help and support.			
5. Support the development of one to one and small group mentoring arrangements with pupils and provide support for distressed pupils			
6. Establish productive relationships with pupils, responding to the needs of each individual child, acting as a role model and setting high expectations			
7. Provide information and advice to enable pupils to make choices about their own learning, behaviour and attendance, and Mental health and Wellbeing.			
8. To actively promote inclusive practice within the classroom setting to ensure acceptance of all children.			
9. Encourage children to play and interact with one another in a positive manner.			
10. Support pupils consistently whilst recognising and responding to their individual needs.			
11. Support the challenge and motivation of pupils, promoting and reinforcing independence and self-esteem.			
12. Provide feedback to pupils in relation to progress, achievement, attendance and positive mental health and wellbeing attitudes.			
13. Attend to pupils' personal needs and provide advice to assist in their social, health and wellbeing.			
14. To work with small groups of students within the school's Wellbeing Room			
15. Support the implementation of the SDP and WDP.			
16. Work as part of the Medical team to administer medications and first aid.			
Support for the Teacher			
1. Carry out on-call duty as required to assist in supporting Mental Health and Wellbeing.			
2. Manage liaison with feeder schools and other relevant bodies to gather pupil information regarding Mental Health and Wellbeing			

3. Manage the maintenance of pupils' records and accurately record achievement in relation to improvements in Mental Health and Wellbeing and successful interventions.
4. Support the Director of Wellbeing and Mental Health and Deputy Manager for Wellbeing in the management of Mental Health and Wellbeing across all sites.
5. Prepare and use specialist equipment, plans and resources to support pupils improvement in with their general wellbeing and Mental Health.
6. Establish constructive relationships with parents and carers, arranging home visits to support where necessary and participating in feedback sessions as directed.
7. Take a lead role in the development, implementation and monitoring of systems relating to pupil Mental Health and wellbeing.
8. Provide administrative support to the Director of Wellbeing/Deputy Manager and Mental Health in the preparation of reports on pupils including:
 - Dealing with correspondence
 - Analysis of pupils' Mental Health and wellbeing e.g. surveys
 - Compilation of data
 - Making telephone calls

Support for the Curriculum

1. Implement learning activities for pupils within an agreed framework of supervision, adjusting activities to meet pupil needs.
2. Help pupils access learning activities through specialist support.
3. Advise on appropriate deployment and use of specialist equipment or resources.

Support for the School

1. Comply with all school policies and contribute to the development of policy relating to:
 - Health and Safety
 - Equal Opportunities
 - Child Protection and Safeguarding
 - Confidentiality and data protection
 - Behaviour for learning
2. Work in such a way as to promote the ethos and vision of the school.
3. To work with families by visiting homes to engage with parents to promote early intervention and identify need.
4. Participate in training and development, and activities that contribute to the management of performance.
5. Assist with the management of pupils outside the classroom e.g. lunch times and outside the school as directed by the class teacher and members of the school's management.
6. Attend, participate and, if appropriate, chair regular meetings including meetings with parents and professionals, in liaison with the Director of Wellbeing and Mental Health
7. Take the initiative, as appropriate, in developing multi agency contacts to support the learning, development and Mental health and wellbeing of children.
8. Communicate effectively with other agencies/professionals, in liaison with the Director of Wellbeing and Mental Health, to support achievements and progress of pupils.
9. Act as a Wellbeing lead under the direction of the Director of Wellbeing and Deputy Manager and support the wellbeing Mental Health with identified students.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school's procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements

Transport requirements: Working patterns: Working conditions:	Full driving licence and car
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Northumberland County Council
PERSON SPECIFICATION

Post Title: Pastoral Support Officer		Director/Service/Sector: Children's Services	Ref: SG21
Essential	Desirable		Assess by
Knowledge and Qualifications			
• Excellent numeracy and literacy skills (at least NVQ 2 Qualification); • Knowledge of the range and type of pastoral interventions available and be able to apply these appropriately in the context of the School's resources and the individual child. • Understanding of codes of practice and recent relevant education • Good understanding of the principles of child development and the learning process, neurodiversity and mental health • Knowledge of support available from outside agencies • Willingness to complete HLTA Qualification	• NNEB, NVQ or CACHE Level 4 or BTEC Level 4 or equivalent in a relevant discipline • Counselling/coaching qualification • Understanding of child development and learning • SEMH Lead training completed • Thrive Practitioner • Mentoring Training • Related Mental Health and Wellbeing training • Trained in therapeutic interventions • Willingness to complete relevant CPD as directed by Director for Wellbeing and Staff Development,	(a), (i) (t)	
Experience			
• Experience of working with children of all ages in school, individually and in small groups • Basic clerical skills and use of ICT • Experience of involvement in planning and evaluating effective actions for pupils in relation to their mental health and wellbeing • Working with children with additional needs and behavioural issues • Experience of following care plans and supporting children with behavioural issues and/or Special Needs.	• Organising and Supervising small groups of children • Counselling, therapies e.g drawing and talking, Lego, Play therapy • Delivering training • Experience of inter-agency work.	(a), (i)	
Skills and competencies			
• Excellent communication and interpersonal skills, able to relate well to children, parents/carers, colleagues and other professionals • Able to work independently with individuals, small groups or a whole class as required • Ability to use initiative and apply effective problems solving skills • Effective ICT skills and experience of using ICT in a learning environment • Can work as a member of a team, understanding their role in the classroom and associated responsibilities. • Ability to prioritise • Flexibility to adapt to current situations • Ability to manage conflict and confrontational situations • Calm and positive approach • Excellent time management skills		(a), (r) (i)	

Follow the directions of the Director of Wellbeing and Mental Health Lead		
Physical, mental and emotional demands		
- Able to meet the physical and emotional demands of dealing with children with behavioural issues - Able to demonstrate resilience in dealing with challenging physical, mental and emotional situations, which can sometime be significant. - Exposure to disagreeable, unpleasant and hazardous conditions - Sensitive to the needs of children and their parents/carers		
Other		
- Willingness to participate in training and personal development - To have high expectations	Evidence of participating in learning outside of work	(a), (i)

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits