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| **Basic components of DMHL job description** | **Suggested activities:** |
| **1. Help to develop and maintain a whole school approach to supporting good mental health.** | 1. Liaise and collaborate with staff to ensure that whole-school practices to promote good mental health and wellbeing are understood and embedded in the setting’s policies (e.g. referring to [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)](https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges) or [Whole Setting Approach to Promoting Good Mental Health and Wellbeing](https://sway.office.com/Bqk4hD4SQxqzDFZe?ref=email)). |
| 1. Be an advocate for mental health within the setting, ensuring that its relevance and importance is understood |
| 1. Support staff to understand what is meant by ‘mental health is everyone’s business’ and to understand what their roles and responsibilities are (and are not) within this. |
| 1. Review how mental health and wellbeing are addressed and supported as topics within the RSE curriculum and wider school curriculum (e.g. refer to: [Schools RSHE Portal.pdf (suffolklearning.com)](https://suffolklearning.com/wp-content/uploads/2022/02/Promotional-Flyer_.pdf)). |
| **2. Gaining and sharing knowledge of training, resources and services (that would then enable effective / appropriate signposting and access to appropriate support and liaison as outlined under item 3).**​ | 1. Maintain an accurate understanding of the **national** landscape of best practice in school mental health and wellbeing (e.g. via key Government documents such as [Mental health resources for teachers and teaching staff (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1110260/Mental_health_resources_for_teachers_and_teaching_staff.pdf), research, evidence-based sources such as the Anna Freud Centre [Mentally healthy schools | Primary, secondary school and FE settings mental health resources (annafreud.org)](https://www.annafreud.org/schools-and-colleges/resources/mentally-healthy-schools/) and regular training). |
| 1. Maintain an accurate understanding of the **local** landscape & local offer including knowledge of the local mental health services, their referral criteria and pathways and where these sit within the Graduated Response to Need.   Build working links with key local providers, agencies and services (e.g. via attending local networking events).​ |
| 1. Maintain own knowledge of issues relating to MH support in own **individual setting** so as to have an oversight of changing patterns / trends and themes in both staff and student populations (e.g. via Healthwatch Suffolk surveys [In their words - what do young people say could support their wellbeing? - Healthwatch Suffolk](https://healthwatchsuffolk.co.uk/news/supportingcyp/) or equivalent e.g. [Wellbeing Measurement for Schools (corc.uk.net)](https://www.corc.uk.net/for-schools/wellbeing-measurement-for-schools/)). |
| 1. Share relevant knowledge of above with staff, parents and pupils via signposting, training and updates (e.g. wellbeing calendars [All Calendars | Action for Happiness](https://actionforhappiness.org/all-calendars), posters, website pages, bulletins, webinars, [Mental health resources for children, students, parents, carers and school/college staff - The Education Hub (blog.gov.uk)](https://educationhub.blog.gov.uk/2021/09/03/mental-health-resources-for-children-parents-carers-and-school-staff/) etc). |
| **3. Knowledge of MH needs in school (staff and pupils)**​ | 1. In addition to 2c (above), support the identification of at-risk CYP and those exhibiting signs of having mental health support needs, and ensure staff know what to look out for (e.g. observation sheets, questionnaires / surveys).​ |
| 1. Ensure that parents / carers know how to communicate concerns about their CYP’s mental health and who to, and that this process is as easy for them as it can be. |
| 1. Ensure that recommended ‘good practice’ in terms of staff wellbeing is known to all staff (eg. refer to: [2022-03-03-MH-Network-Meeting-Notes-for-website (suffolk.gov.uk)](https://www.suffolk.gov.uk/asset-library/imported/2022-03-03-MH-Network-Meeting-Notes-for-website.pdf) or [Supporting Staff (annafreud.org)](https://www.annafreud.org/schools-and-colleges/5-steps-to-mental-health-and-wellbeing/supporting-staff/)). |
| 1. Ensure that wellbeing evaluations / reviews are available to those staff that would like them. |
| **4. Matching needs to provision**​ | 1. Have an oversight of the setting’s provision for pupils’ mental health needs, including individual and group interventions (in house and external) to form a ‘mental health provision map’. |
| 1. Ensure systems work within school so that staff know what to do should they have a concern and can do so in a timely manner.​ |
| 1. Ensure that there is a system in school whereby CYP can proactively request support for mental health from school staff and / or know how to self-refer for support for external providers (e.g. Kooth [Home - Kooth](https://www.kooth.com/)). |
| 1. Evaluate the outcome of ‘in-house’ interventions on pupils’ wellbeing to understand what is working and make any necessary changes to ensure effective support is provided​ (as part of an assess-plan-do-review cycle) (e.g. refer to: [Wellbeing Measurement for Schools (corc.uk.net)](https://www.corc.uk.net/for-schools/wellbeing-measurement-for-schools/)) |
| 1. Work with any external providers of mental health support to help gather evaluation of outcomes and inform related next steps. |
| 1. Ensure that there is a mechanism for all staff to independently access mental health support should they need it (e.g. refer to: [Education Support, supporting teachers and education staff](https://www.educationsupport.org.uk/)) and in accordance with appropriate confidentiality clauses (note that for some staff such as those offering pastoral support or those involved in safeguarding this may include access to supervision). |
| **5. Building & maintaining**  **key relationships**​ | 1. Develop positive home / school links and provide support and advice to families relating mental health.​ |
| 1. Build and maintain links with the lead governor for emotional wellbeing and mental health.​ |
| 1. Maintain regular methods of liaison with all staff who have direct contact with CYP to enable ease of information sharing and so that there is an on-going sense of shared effort / interest and shared responsibility as it relates to pupil mental health. |

*This document was co-produced with the Suffolk Psychology and Therapeutic Service and Mental Health Leads attending the Wellbeing in Education* [*MH Network*](https://www.suffolk.gov.uk/children-families-and-learning/wellbeing-for-education-return/suffolk-education-mental-health-lead-network)