# scr_save logoGroundwork London Job Description

**Job Title:** **Education and Whole School Approach Coordinator**

**Responsible to:** Education and Whole School Approach Lead

**Responsible for:** Therapeutic Practitioners, Trainee Therapeutic Practitioners

**Location:** Schools within Southwark, and other locations across London as required

# Job Background:

This unique role has been created to build on our successful Education and Whole School Approach services within Southwark. The role will work with the Education and Whole School Approach Lead to develop strong relationships with schools in order for them to embed whole-school approaches to mental health and wellbeing into their education establishments. You will be tasked to coordinate comprehensive, whole-school approaches to mental health and well-being, with a particular emphasis on developing and implementing trauma-informed practices tailored to each educational setting.

The role also includes working across communities, families, and other organisations such as Family Early Help to achieve positive mental health outcomes.

The role forms part of Groundwork Mental Health Support Team (MHST) service in Southwark, which is a national, government-funded, pioneering programme transforming mental health and well-being provision for children and young people via early intervention. The service was launched in Southwark in January 2022 and currently works in over 20 schools, with plans to expand over forthcoming academic terms.

# Main Objectives

* The Groundwork Education and Whole School Coordinator will provide operation support to the Education and Whole School Approach lead enabling strategic oversight; facilitating schools to have a comprehensive mental health and wellbeing strategy across the entire school community
* To support Southwark's School Engagement Team project and ensure the delivery aligns with Southwark's school agenda.
* To support the wider Groundwork school agenda in stakeholder relationship management
* To be updated about DfE strategic initiatives aimed at improving outcomes for young people in school communities, and to make informed decisions about Groundwork's potential engagement.
* Support the assessment and triage process, including coordinating the onboarding of new schools; highlighting which services they can access.
* Provide safeguarding support to the wider Youth Team

## MHST: 8 principles to promote a Whole School Approach:

### **Leadership and Management** that supports and champions efforts to promote emotional health and wellbeing

### **Ethos and Environment** i.e. Wellbeing assemblies, displays, activities for pupils, feelings boxes, buddy benches etc.

### **Enabling Student Voice in influence decisions** e.g. Peer support programmes, Facilitating CYP participation in programmes

### **Staff development to support their own wellbeing and that of the students** e.g. training to spot and respond to mental health issues and behaviours, strategies for working with high needs and vulnerable pupils, facilitating links and training from third party providers etc.

### **Identifying need and monitoring impact of interventions** e.g... Audits, peer mentoring support, consultations on individual cases with staff and parents, support for common issues like exam stress and bullying

### **Working with parents and carers** e.g... Open evenings and parents evenings, induction and enrolment days, written communications, coffee mornings and online events, signposting to services

### **Curriculum teaching and learning** to promote resilience and support social emotional learning e.g.. Involvement in what is taught through health education, and how to reinforce mental health and wellbeing elsewhere

### **Targeted support and appropriate referral** to work with education establishment to support them to make referrals that are appropriate for the MHST services.

# Key Tasks and Responsibilities

###### Groundwork School Strategic Development

* Working with other teams/managers to support with their delivery of school-based programmes.
* This includes, troubleshooting, relationship management and best practice support.

###### Safeguarding Designated Lead Responsibilities

* Responding, regulating and monitoring safeguarding practices, incidents and disclosures
* Focus on making mental health services for children and young people accessible and integral to school environments.

###### Strategic Planning:

* Develop strategic plans for the youth team directive, ensuring alignment with organisational goals and objectives.
* Triage and on-boarding of new schools into Groundwork Youth Services in Southwark.

###### Educational Specialist within MHST and GW Youth team:

* Oversee, develop and deliver training, learning, and development within the service, the wider organisation, and with educational partners.
* Provide expert input as an educational specialist.

###### Collaborate with School Mental Health Leads:

* Identify early signs of developmental, emotional, and mental health difficulties in children and young people.
* Audit, coordinate, and support whole-school approach interventions in schools.
* Manage and support MHST School Leads to agree on whole-school approach outcomes and the best ways to achieve them.

**Manage and Develop Youth Team’s school staff: Education and Whole-School Approach Coordinator line management Responsibilities:**

* Line manage members of the Youth team, as appropriate to role
* Support staff professional growth and development
* Work collaboratively with MHST School Leads to develop their understanding and support of Whole-School approaches.
* Manage reflective/supervisory spaces for staff to improve their support for students.

###### Develop and Embed the MHST in Schools:

* Work collaboratively to integrate the MHST program within schools, ensuring effective implementation and sustainability.
* Co-create bespoke offers to suit the needs of individual educational settings, taking into account resource management across the system including working alongside existing providers such as Place2Be

###### Monitoring and Evaluation:

* Continuously monitor and evaluate the effectiveness of the work undertaken.
* Embed routine outcome measurement into the service
* Reports for stakeholders, including funders and Groundwork London.
* Demonstrate professional accountability at all times.

###### Stakeholder Engagement:

* Input at regular meetings with key stakeholders, including Local Authorities, Statutory Services (such as CAMHS), and education partners.

**Contribute to Multi-Agency Training and Weekly Safeguarding Meetings**:

* Participate in multi-agency training teams for schools.
* Provide an educational perspective in safeguarding and management meetings.
* Help to foster a psychologically safe environment that enables staff, service users, and carers from diverse backgrounds to thrive.

###### Contributing to team or service clinical functioning

* Contribute to the effective working of the team or service and to a psychologically informed framework for the service.
* Work in partnership with schools and other educational settings in contributing to the team or service’s delivery of accessible and acceptable services to diverse local communities.
* Develop partnerships with key services across the Local Authority, and particularly those working with allocated schools.
* Be proactive in challenging discrimination and support the development of culturally competent services.
* Advise other members of the service on specialist care or onward signposting for clients.
* Liaise with referrers, GPs and other professionals concerned with clients in order to develop and review care plans.
* Utilise theory, evidence-based literature and research to support professional practice in individual work and work with other team members.

###### Policy and service development

* Implement policies and procedures in own area of work, and to propose improvements or beneficial changes.
* Contribute to service development through undertaking and participating in appropriate projects related to the Youth team
* Contribute to the consultation and engagement of service users in planning and delivering services which meet the needs of local communities.

###### Management and supervision

* Support trainee therapeutic practitioners in the assessment and formulation of cases suitable for early-intervention support
* Provide group whole-school approach supervision to therapeutic practitioners, including trainees
* Contribute to the MHST strategic aim of implementing reflective practice within educational settings
* Line management, recruitment and appraisal of existing and new staff

# Other Responsibilities

* Work with due regard for Groundwork’s core values and objectives.
* Ensure compliance with Groundwork London’s policies in relation to health and safety, equal opportunities, Diversity and inclusion, safeguarding, working with young people and volunteers.
* Undertake any other related responsibilities commensurate with the evolving objectives of the post and the evolution of the Trust, as may reasonably be requested by the Director.
* All staff, the Board and volunteers will actively support, in their daily operations and duties, Groundwork London’s Environmental Management System and Carbon reduction commitments.

# Personal & Professional Development

* Participate in the Groundwork London Performance Management processes, and agree short, medium and long-term goals with line manager, and with direct line staff.
* Identify learning and development needs with line manager
* Share best practice and achievements, and actively seek opportunities to present outcomes and case studies.
* Contribute to the learning of others across the organisation by sharing knowledge and skills both informally and formally by participating in the trust’s training and development programme.

HR Ref: 1264/EWSAC

June 2025

**Person Specification - Whole School Approach Coordinator**

**Note to Applicant:** When completing your application form, you should demonstrate/evidence of your experience, knowledge, skills & education in your application based on these criteria for the post. The grid also shows at which stage of application and interview these are scored.

| **Criteria** | | **Essential or Desirable** | **Application form** | **Interview** | **Task or**  **Portfolio** | **Certificates or Qualifications** |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | At least two years’ experience of working within a school at a Senior Management Level. | **E** | **** | **** |  |  |
| 2 | Relevant qualifications to working in Educational Settings e.g. PGCE, DSL training | **D** | **** | **** |  | **** |
| 3 | Have the knowledge and experience to be able to manage trainee/qualified therapeutic practitioners | **D** | **** | **** |  |  |
| 4 | To be able to support schools to identify and embed systemic changes within education establishments to create positive outcomes for young people and their families. | **E** | **** | **** |  |  |
| 5 | Experience working with diverse communities around mental health and parent/carer support | **E** | **** | **** |  |  |
| 6 | Knowledge of psychological principles and mental health and well-being in relation to children, young people, and families | **D** | **** | **** |  |  |
| 7 | Work with schools to around safeguarding principles and to reflect on delivery practices. | **E** | **** | **** |  |  |
| 8 | Excellent interpersonal and communication skills, with the ability to engage effectively with students, staff, parents, and external stakeholders. | **E** | **** | **** |  |  |
| 9 | Ability to communicate skilfully and sensitively complex and sensitive information with clients, carers and colleagues overcoming barriers to communication including sensory, and emotional difficulties, cultural differences and hostility to or rejection of information. | **E** | **** | **** |  |  |
| 10 | Experience of gathering data for service evaluation projects. | **D** | **** | **** |  |  |
| 11 | Ability to develop and use multi-media materials for presentations in public, professional and academic meetings | **D** | **** | **** |  |  |
| 12 | An understanding of the complex factors that influence work at all levels within an education setting or relevant wider systems | **E** | **** | **** |  |  |
| 13 | Ability to manage emotionally stressful situations such as working with victims of abuse or trauma, or with people who engage in severe self-harming or aggressive behaviour. | **E** | **** | **** |  |  |
| 14 | Knowledge of legislation in relation to the client group and mental health issues, child and adult protection, and equality. | **E** | **** | **** |  |  |
| 16 | Ability to provide one-to-one and group support to students, parent/carers, and teaching staff experiencing mental health issues. | **E** | **** | **** |  |  |
| 17 | Create expert resources and provide teaching and training to other professional groups | **E** | **** | **** |  |  |
| 18 | Ability to work effectively within a multi-disciplinary/multi-agency team, contributing to effective team functioning and holding team roles. | **E** | **** | **** |  |  |
| 19 | Willingness to be flexible in work patterns and to fulfil occasional evening and weekend duties | **E** | **** | **** |  |  |
| 20 | Commitment to Groundwork London Equality, Diversity and inclusion in practice | **E** | **** | **** |  |  |

**Appointment to this role is subject to an Enhanced DBS through the Disclosure and Barring service**