



Job Description

Post:	Unqualified teacher and mental health and associated behaviours lead.
Location:	Pilgrim Pathways School, Ida Darwin, Fulbourn, Addenbrooke's Learning Centre, Cambridge, and any other site which the Pilgrim Pathways School operates from.
Work hours:	Full time or Part time.
Position to start:	Immediately 2025
Contract:	One year, initially
Reports to:	Headteacher

Job Purpose

This role would suit someone who has significant understanding and experience of supporting children and young people with SEMH difficulties and trauma, and other special educational needs. We are looking for a practitioner with the ability to rapidly re-engage young people in education and plan and deliver a range of interventions in the context of the primary and secondary curriculum. The ideal candidate would have experience of re-integrating or supporting the re-integration of complex YP into school and have an extensive knowledge of special needs within a primary and/or secondary setting.

- To nurture and support young people to re-engage in education, re-integrate into school and reach their full potential through the delivery of high-quality interventions, teaching, support and advice to schools and parents/carers for working with young people with mental or physical health needs
- To work as part of the multi-disciplinary Addenbrooke's CUH, the Home Treatment Team, Beacon, Darwin and Croft teams within Cambridge and Peterborough Foundation Trust (CPFT) who provide physical health treatment or intense mental health treatment for young people in Tier 3 at risk of hospitalisation in Tier 4, to support YP to re-engage with education and re-integrate into school.
- To provide educational interventions including contributing to EHCPs/EHCNAs, safety plans, reintegration plans and Assess Plan Do Review cycles.
- To provide advice to schools and parents/carers for pupils with mental health needs, in order to secure continuity of education and maximise pupil inclusion
- To ensure that The Pilgrim Pathways School meets its statutory duties to pupils with mental health needs who are absent from school
- To liaise with the multidisciplinary teams (MDT) to ensure good outcomes for the young people
- To ensure the safeguarding of all pupils
- To promote inclusion and equal opportunities
- To help children and young people transition back into educational settings through targeted interventions and a plan that scaffolds re-entry to school. Can support and facilitate staff in education settings to identify and where appropriate, manage issues related to mental health and wellbeing.
- To carry out risk management for all children including the protective and risk factors present in the network of significant relationships.
- To contribute to liaison with school and coordinate school visits and engagement as part of re-integration planning
- To oversee necessary SEND support for a smooth transition throughout recovery and re-engagement in education and returning to school.

- **PRINCIPAL ACCOUNTABILITIES:**

To work within the service:

- To act within the statutory framework which sets out professional duties and responsibilities in the current School Teachers' Pay and Conditions Document and Teachers Standards;
- To take responsibility for promoting safeguarding and the welfare of children and young people educated by the Pilgrim Pathways School;
- To work within the different service multi-disciplinary teams– alongside the teacher in charge, the Clinical Lead, Therapists, psychologist and caseworkers/keyworkers.
- To participate in health service meetings as required.
- To participate in MDT meetings.
- To provide an educational perspective in assessments as required.
- To keep health service colleagues regularly updated.
- To highlight pupils who may require additional input e.g., in coordination with home schools and PPS SENCO pupils who may need an EHCNA.
- To participate in relevant training

To liaise with schools, CPFT and parents/carers:

- To support strong working relationships with the health colleagues.
- To support strong working relationships and build trust with assigned young people through engagement and support alongside health.
- Under teachers in charge, to liaise with home schools, parents and the CEDT to organise and support re-integration
- To support teachers in charge with planning re-integration.
- To support teachers in charge to liaise with schools around EHCNA, and in particular coordinating information and ensuring that reports and other medical information is disseminated to schools, as appropriate and help to write up educational recommendations for schools during the EHCP process.
- To deliver educational advice and act as an advocate for healthcare colleagues.
- To support the YP and their family and advocate on their behalf in the context of education e.g. in getting the correct level of education provision set up and to support and encourage parents to get pupils back into school.
- To listen to and respect the needs of patients, parents and colleagues treating them with dignity and respect.
- To record visits and interventions with assigned YP to inform healthcare colleagues, parents and other relevant stakeholders of the interventions which have been undertaken.
- To share any concerns about a YP's progress or engagement with all relevant stakeholders and be pro-active in seeking advice on strategies and approaches.
- To practically support visits by YP into school.

To promote re-engagement in education and pupil attendance at school/education provision and, with colleagues, promote an increase in attendance over time:

- To support putting plans in place with schools, parents and MDT colleagues to support re-integration into school, including: liaising with home schools to organise visits; broker adaptations and additional support, as required; and contact external agencies such as the SEND team or Education Integration Officers as required.
- To work as part of a team to ensure minimal disruption to a child's education and to ensure continuity.
- To support coordination with home school and support parents and YP to ensure that they access an appropriate re-engagement educational offer, and to plan this as required.
- To give feedback to home schools on the YP's engagement in the Curriculum.
- To work with schools/ education provision in whatever way is most effective, either remotely or by visit.
- To participate in meetings at schools where this is beneficial.
- To keep accurate and complete records of activities (including hospital System One where appropriate).
- To maintain privacy and ensure confidential information is kept safe and secure.

When delivering teaching:**Accountabilities****Leading teaching and learning within agreed curricular areas:**

- To support the delivery of high quality teaching, assessment, attendance and support to pupils during their treatment.
- To have a good understanding of and implement appropriate strategies to support pupils to access the National curriculum, GCSE and other external examinations up to A- level, as directed to by the teachers in charge.
- To use assessment for learning strategies to inform teaching and monitor pupil progress.
- To support pupils with transition between key stages, including but not limited to: GCSE options, post 16 options, support with UCAS and applications to higher education
- Promote an active involvement of pupils and staff in their own learning
- To contribute to accurate records and monitoring pupil progress
- To liaise with the teachers in charge to ensure a sound understanding of education provision for each pupil.
- Promote and protect the health, safety and welfare of pupils and staff.

When reporting:

- Keep accurate and up to date records for each pupil.
- To regularly report on pupil progress in all its forms (including: academic, SEMH scores, engagement)
- Attend MDT meetings, as required and directed
- Attend CPA (Care plan approach) review meetings as directed by teachers in charge and contribute to reports for the meeting on progress and plans for the future.
- To contribute to a written reports for some pupils to contribute to the MDT meetings (Ward Round)
- To contribute to progress data reports on pupil progress for the whole school data reporting cycle.
- To contribute to the application for Education, Health and Care Plans when required.
- To support with the triangulation all ongoing communication between parents, schools and external education agencies to support a successful transition under the direction of the Teachers in Charge.

To liaise with:

- The Teachers in Charge and take responsibility for teaching as directed.
- Some teachers in mainstream schools and other alternative provisions, as and when required.
- Some parents or carers regarding pupil progress.

Professional Development:

- To develop and sustain knowledge of current educational and mental health practices and be responsible for own continual professional development.
- To take ownership of individual performance management.

Other Specific Duties:

- To attend and participate in The Pilgrim Pathways School staff meeting and CPD days.
- To participate in other training events as agreed with the Headteacher.
- To undertake other reasonable duties as requested by the Headteacher.
- To work independently and as part of a team to promote and support the inclusion of all pupils with mental and physical health needs within the education system.
- To demonstrate awareness/ understanding of equal opportunities and of others people's behavioural, physical and welfare needs.
- To demonstrate a commitment to safeguarding and promoting the welfare of all children and young people.
- Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture
- Support the aims and ethos of the Pilgrim Pathways School

- Set a good example in terms of dress, punctuality and attendance
- Take on any additional responsibilities agreed with the Headteacher
- Build strong links with parents and carers
- Take appropriate responsibility for own health, safety and welfare
- Play an active role in the full life of Pilgrim Pathways School