

Emotional Wellbeing Coordinator Role

The role of the Emotional Wellbeing Coordinator provides an opportunity for schools to facilitate support and development of good practice within schools to promote wellbeing and work with pupils with social, emotional, and mental health needs. This role was set up in Haringey in September 2016 following the successful CAMHs School Link pilot. This role is recommended as good practice in 'Transforming children and young people's mental health provision: a green paper'; Dec 2017.

Aims:

- To have a single point of contact in schools, supporting work with children with SEMH needs, and to perform a coordinating role
- To facilitate the sharing of information via the termly forum and network
- To develop a level of expertise in schools around SEMH provision
- To promote a common language which is accessible to all and which will support the development of a relational approach to resilience within the wider community-based work and to strengthen links across education, health and social care

Our vision is for children and their families to live resilient and stable lives.

Requirements of the Role:

- The role requires a teacher with the relevant knowledge, skills, expertise and seniority to impact on whole-school policy, systems and practice
- They will be required to:
 - Liaise with key stakeholders
 - Lead training
 - Provide advice and support to staff
 - Coordinate work around emotional wellbeing on an individual child and whole school level
- The Designated Teacher for LAC seems an obvious fit for this role, as the requirements of that statutory role are similar to those required for this, and will join up the work around vulnerable children with complex needs

National Context:

The national context for establishing this post sits within the positive evaluation of the 'CAMHs School Link' national pilot project, 2015/16, of which Haringey was one of the piloting boroughs. The Emotional Wellbeing Coordinator was central to the success of this project and for this reason, Haringey extended this good practice to all schools. The Nice Guideline on attachment (November 2015) recognises the impact of attachment needs on vulnerable children in the school setting and makes a range of recommendations to meet those needs. This post will support coordination in this important area.

Local Context:

Currently a partnership including CAMHs, Anchor Approach and YoungMinds is working with schools and community partners to develop a borough wide Relational Approach to Resilience.

'The Emotional Wellbeing Forum' meets three times a year (termly) to provide a space to share good practice, consider government policy and guidelines and to influence development of the work around emotional well-being in Haringey. The post holders will have access to training opportunities and resources which will be circulated, national updates, support and information on how to quality assure counselling services/mental health support they are commissioning for their school.