JOB DESCRIPTION

ST MICHAEL'S
Church of England High School

Job Title: The Hive Manager (Non-teaching post)

Responsible to: Senior Mental Health Lead

Location: St Michael's Church of England High School

Salary/ Grade: Scale D9 to D17 (£28,153 to £32,046) (Pro rota)

Duration: Full time only

1. Purpose of the Post:

The purpose of the Hive Manager is to lead and coordinate the school's therapeutic provision, including The Hive, The Glade and The Nest, ensuring that these spaces provide safe, structured and purposeful support for students' emotional wellbeing, regulation, inclusion and engagement in learning. The postholder will act as a trusted, emotionally available adult, applying trauma-informed practice to assess students' needs and facilitate timely, proportionate interventions.

Working collaboratively with pastoral, SEND and safeguarding teams, the postholder will coordinate Pastoral Pathways, contribute to individual student support plans and monitor the impact of interventions to ensure provision is responsive, equitable and effective. The role will promote students' successful reintegration into learning, safeguard their welfare and uphold the Christian ethos and inclusive values of St Michael's CE High School. The range of responsibilities delegated to the Hive Manager is outlined below:

1.1 To lead and oversee The Hive and the school's therapeutic spaces, The Glade and The Nest, as safe, structured and purposeful provision supporting wellbeing, emotional regulation, inclusion and successful engagement in learning.

1.2 To be an emotionally available and trusted adult who responds to students presenting at The Hive. The Manager will triage needs, apply expert trauma-informed practice and ensure proportionate and timely access to support.

1.3 To work alongside pastoral colleagues to contribute to the school's personal development curriculum, enrichment and extra-curricular offer.

1.4 To work alongside pastoral, SEND and safeguarding colleagues to coordinate the school's Pastoral Pathways, support the development of student support plans and maintain provision maps that evidence intervention and impact.

1.5 To promote pupils' confidence, resilience, independence, and character development. Fostering a culture in which pupils feel safe, supported, and able to seek help.

1.6 To promote and safeguard the welfare of students, comply with school safeguarding and data protection procedures and uphold the Christian ethos of St Michael's.

2. Key Responsibilities: Therapeutic Provision

2.1 Manage the day-to-day operation of The Hive, maintaining clear routines, referral criteria, appropriate supervision, professional boundaries and pathways back into learning.

2.2 Oversee the Glade (sensory room), ensuring safe, planned and monitored sensory regulation strategies informed by individual need and relevant risk assessment.

2.3 Oversee the Nest as a psychologically safe space for planned 1:1 internal and external interventions, counselling and therapeutic work, including room allocation and appropriate confidentiality arrangements.

2.4 Support and help deliver whole-school wellbeing initiatives and targeted programmes in liaison with the Senior Mental Health Lead.

2.5 Coordinate access to the three therapeutic spaces so provision remains equitable, purposeful, appropriately staffed and not an unstructured alternative to lessons.

2.6 Monitor patterns of use, capacity, student engagement and effectiveness, escalating unmet or emerging needs to the Senior Mental Health Lead.

3. Triage, Safeguarding and Emotional Support

3.1 Act as a calm, consistent and emotionally available adult, providing sensitive listening, co-regulation and practical support to students presenting with emotional or behavioural needs.

3.2 Apply specialist knowledge of trauma-informed, relational and attachment-aware approaches while maintaining clear expectations, appropriate boundaries and professional curiosity.

3.3 Triage presenting needs and differentiate between safeguarding concerns, urgent pastoral support, planned therapeutic intervention and classroom-based adjustments.

3.4 Identify, record and promptly refer safeguarding concerns to the DSL or DDSL in accordance with school procedures; respond appropriately to disclosures, risk and escalation thresholds.

3.5 Work closely with SEND and pastoral colleagues to ensure reasonable adjustments and individual needs are considered, without operating beyond professional competence.

4. Pastoral Pathways and Student Support Planning

4.1 Liaise routinely with Heads of Year, Assistant Heads of Year, the SENDCo, the DSL team and other relevant staff to identify and prioritise students requiring support.

4.2 Organise, timetable, track and formally record internal and externally delivered interventions, ensuring timely access, clear ownership and avoidance of duplication.

4.3 Maintain accurate individual provision maps detailing needs, agreed intervention, named lead, dates, frequency, intended outcomes, attendance, progress and review.

4.4 Support the drafting, delivery and review of student support plans through Pastoral Pathways, incorporating student and parent/carer voice, agreed strategies, reasonable adjustments and measurable targets.

4.5 Contribute to Plan–Do–Review cycles and pastoral reviews; communicate practical strategies to relevant staff on a need-to-know basis.

5. Targeted Interventions and Raising Standards

5.1 Plan, deliver and evaluate bespoke 1:1 and small-group interventions for identified students, including emotional literacy, self-regulation, anxiety management, resilience, peer relationships and readiness to learn.

5.2 Set baselines and measurable intended outcomes, monitor attendance and engagement, gather student voice and evaluate impact at agreed review points.

5.3 Use tracking and provision map data actively to adapt, escalate or close intervention, and report on outcomes to the Senior Mental Health Lead and relevant pastoral leaders.

5.4 Support reintegration into lessons and strategies that improve behaviour, attendance, inclusion and sustained access to education.

5.5 Support reintegration into lessons to reduce persistent and severe absence.

5.6 Recognise when specialist assessment or intervention is required; school-delivered support must not be represented as clinical therapy or counselling unless appropriately qualified.

6. External Agencies and Partnership Working

6.1 Coordinate use of The Nest by commissioned and partner professionals, ensuring appropriate safeguarding arrangements, consent, confidentiality and information sharing.

6.2 Liaise with parents/carers, Early Help, CAMHS, counselling services, educational psychology, Inclusion Support and other agencies as appropriate.

6.3 Support high-quality referrals, multi-agency meetings and reviews, ensuring agreed actions are reflected in provision maps and support plans.

6.4 Ensure recommendations from professionals are shared appropriately, implemented and reviewed alongside the pastoral and SEND teams.

6.5 Liaise with parents and support the Senior Mental Health lead in Family Voice meetings, when required.

7. Administration and Quality Assurance

7.1 Maintain accurate, secure and timely records of referrals, triage, attendance at intervention, support plans, reviews and outcomes using the school's agreed systems.

7.2 Provide concise impact reports to support pastoral quality assurance, emerging-needs analysis and the evaluation of therapeutic provision.

7.3 Ensure therapeutic spaces are suitable, safe, welcoming and ready for their intended use, including appropriate checks and resources.

8. Reference to Others and CPDL

8.1 Refer safeguarding matters immediately to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead and follow school escalation procedures.

8.2 Refer issues requiring SEND assessment or specialist input to the SENDCo and more serious behaviour matters through established pastoral and senior leadership routes.

8.3 Undertake relevant CPDL in Level 3 safeguarding, child development, trauma-informed approaches, emotional regulation and intervention delivery.

8.4 Share and disseminate trauma-informed strategies and good practice with pastoral and other colleagues as appropriate.

8.5 In conjunction with the Senior Mental Health Lead, deliver whole school and bespoke CPDL to staff to help inform practice.

8.6 Spotlight student information in meetings and breifing sessions, to ensure that timely and accurate information is shared.

9. Other

9.1 The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The postholder's responsibility for promoting and safeguarding the welfare of children and young people, for whom s/he is responsible or with whom s/he comes into contact, will be to adhere to and ensure compliance with the school's Child Protection Policy at all times. If, in the course of carrying out the duties of the post, the postholder becomes aware of any actual or potential risk to the safety or welfare of children in the school, s/he must report any concerns to the school's Designated Safeguarding Lead.

9.2 The post is subject to safer recruitment checks, including an enhanced DBS check and barred list check where applicable.

9.3 The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

9.4 The school will endeavour to raise awareness and support wellbeing and mental health strategies. If the postholder becomes aware of any actual or potential risks to the wellbeing or safety of a colleague in the school, s/he must report any concerns to the Headteacher, Deputy Headteacher(s) or Mental Health Lead.

9.5 To undertake any other duty, not mentioned above, as specified by the Senior Mental Health Lead during line management meetings. Whilst every effort has been made to explain the main duties and responsibilities of the role of Hive Manager, each individual task may not have been identified.

9.6 Carry out duties as directed by the Headteacher/core SLT.