**Self assessment pre-course audit**

***This is the taken from Leeds Beckett University - SMHL Assessing learning needs tool, you may be familiar with from signing up for the Senior Mental Health Lead training programmes. It is used to determine the appropriate level of learning based on your current knowledge, skills and experience. Before you begin the live learning sessions, complete this self audit to identify your strengths and areas for personal development in relation to this role.***

1. I am new to leading this aspect of a whole school and college approach and need help getting started (Beginner)
2. I have limited experience in leading this aspect of a whole school and college approach (Intermediate)
3. I have extensive experience in leading this aspect of a whole school and college approach (Advanced)
4. I have extensive experience in leading this aspect of a whole school and college approach in my school and beyond (Expert)

**Leadership and Management that champions efforts to promote and support mental health and wellbeing, and that brings about strategic change to deliver an effective whole school or college approach in settings**

I am able to create a plan to develop, implement and sustain a whole school or college approach to mental health and wellbeing, tailored to their setting's needs

1 2 3 4

I am able to put in place strategies to identify, understand and overcome resistance, and bring key stakeholders with them

1 2 3 4

I am able to reflect on my personal development needs, and put in place plans to be effective in role

1 2 3 4

I am able to sustain and continually improve the approach in my setting, working effectively with peers and support networks

1 2 3 4

I am able to build stronger links with appropriate local services and feel empowered to take a role in shaping these

1 2 3 4

I am able to monitor the impact of a whole school or college approach in my setting

1 2 3 4

**Identifying need and monitoring impact of interventions to understand and plan appropriate responses to pupils' and students' mental health and wellbeing**

I am able to use (and be able to adapt as required) relevant tools to assess need, and monitor interventions to support pupil and student progress

1 2 3 4

I am able to implement a process to identify those who may need additional support, working with other staff across the school to use pre-existing documents, such as Education Health Care Plans, where appropriate

1 2 3 4

I am able to make a decision about whether a health or education intervention is more appropriate and access this support with reference to the Local Offer

1 2 3 4

I am able to seek feedback from and give feedback to staff, pupils and parents, to ensure those experiencing poor mental health get the support they need to be able to engage in all aspects of school/college life and participate in lessons and extra-curricular activities

1 2 3 4

I am able to work with staff, families and local services to understand the mental health and wellbeing issues that could be impacting on behaviour and attendance to improve outcomes for pupils/students, and ensure that all school policies reflect this

1 2 3 4

I am able to monitor the impact of interventions provided to individuals or small groups and adapt the approach as needed

1 2 3 4

**Targeted support and appropriate referrals to ensure children and young people can get timely and appropriate support**

I am able to work in partnership with local service providers and mental health professionals (including Mental Health Support Teams where these are in place) to ensure the needs of pupils and students and relevant adults are known, understood and used to shape the local support offer

1 2 3 4

I am able to identify and access the most appropriate statutory or independent mental health service provision available in my local area

1 2 3 4

I am able to make or support effective referrals to children and young people’s or adult mental health services, or other services as appropriate

1 2 3 4

**Staff development to support their own mental wellbeing, and that of pupils and students**

I am able to access and utilise tools, strategies and resources to support my own mental health so that I can look after myself

1 2 3 4

I am able to identify and utilise tools, strategies and resources to confidently engage staff to help promote and support their mental health and wellbeing

1 2 3 4

I am able to share simple evidence-based strategies and exercises with staff and pupils/students to help them manage their mental health and develop their own coping strategies

1 2 3 4

I am able to facilitate development of school staff, identifying critical training and ensuring that all staff can recognise and understand the process to respond to mental health concerns

1 2 3 4

I am able to signpost and increase and promote awareness of resources to support staff

1 2 3 4

**Creating an ethos and environment that promotes respect and values diversity**

I am able to use my knowledge to effectively communicate a positive values-based approach, and to promote openness and understanding to normalise mental health and its fluctuations throughout life

1 2 3 4

I am able to understand how I can use local services/resources to enhance my school/college messaging and develop social, emotional and mental health partners in the community

1 2 3 4

I am able to connect different policies and processes (equality & diversity, bullying & harassment, behaviour and safeguarding) to ensure these are working together to support wellbeing

1 2 3 4

**Enabling the Student Voice so that the voice of every learner is heard, valued, and influences decisions**

I am able to develop effective plans to empower and involve pupils and students, including those with additional needs and communication difficulties, in the co-production, and embedding, of my whole school or college approach

1 2 3 4

I am able to identify opportunities for appropriate use of pupil or student peer-led wellbeing support

1 2 3 4

**Working with parents, families and carers so that everyone works as a genuine team around pupils and students, with a consistency of approach and shared aims and strategies**

I am able to develop strategies to engage parents, families, carers, virtual school heads and the local community in promoting a culture of wellbeing within and outside school hours

1 2 3 4

I am able to develop positive relationships and work jointly with parents, families and carers from a range of backgrounds

1 2 3 4

I am able to support or signpost relevant evidence-based resources for parents, families and carers so they can develop skills and strategies to support both their child and themselves

1 2 3 4

**Curriculum, teaching and learning to promote resilience and support social and emotional learning**

I am able to develop, with others, a cross curricular approach to promote mental health and wellbeing

1 2 3 4

I am able to recognise the links between physical and mental health and how to work across the school to promote this

1 2 3 4

Summary of scores:

1s = Beginner level 2s = Intermediate level 3s = Advanced level 4s = Expert

Reference

<https://www.leedsbeckett.ac.uk/research/carnegie-centre-of-excellence-for-mental-health-in-schools/choosing-a-senior-mental-health-lead-course/>

Notes

**Post course reflection**

Use this self assessment to review your personal development at the end of the course and over the ongoing action planning process. Review your scores in a different colour to validate your progress, confidence and competence.