Senior Mental Health Lead Training Outcomes Map

This map is designed to signpost people towards the modules covering the DfE Outcomes for Senior Mental Health Leads in Schools and Colleges (2021).

	Introduction	Intermediate	Advanced
1. Leadership and management			
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.	Whole-course	Whole-course	Whole-course
put in place strategies to identify, understand and overcome resistance, and bring key stakeholders with them.	Ethos and culture Leadership and management	Ethos and culture Leadership and management	Ethos and culture Leadership and management
reflect on personal development needs, and put in place plans to be effective in role.	Introduction About the role	Introduction About the role	Introduction About the role
sustain and continually improve the approach in their setting, working effectively with peers and support networks.	Leadership and management	Leadership and management Portfolio	Leadership and management Portfolio
build stronger links with appropriate local services and feel empowered to take a role in shaping these.	Ethos and culture Leadership and management Parents, carers and community Identifying need and monitoring impact of interventions	Ethos and culture Leadership and management Parents, carers and community Identifying need and monitoring impact of interventions	Ethos and culture Leadership and management Parents, carers and community Identifying need and monitoring impact of interventions
monitor the impact of a whole school or college approach in their setting.	All modules	All modules	All modules
2. Identifying need and monitoring impact of interventions			
use (and be able to adapt as required) relevant tools to assess need, and monitor interventions to support pupil and student progress.	Identifying need and monitoring impact of interventions	Identifying need and monitoring impact of interventions	Identifying need and monitoring impact of interventions

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.	Identifying need and monitoring impact of interventions	Identifying need and monitoring impact of interventions	Identifying need and monitoring impact of interventions
make a decision about whether a health or education intervention is more appropriate and access this support with reference to the Local Offer.	Identifying need and monitoring impact of interventions	Identifying need and monitoring impact of interventions	Identifying need and monitoring impact of interventions
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.	Identifying need and monitoring impact of interventions	Identifying need and monitoring impact of interventions	Identifying need and monitoring impact of interventions
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.	Identifying need and monitoring impact of interventions	Identifying need and monitoring impact of interventions	Identifying need and monitoring impact of interventions
monitor the impact of interventions provided to individuals or small groups and adapt the approach as needed.	Identifying need and monitoring impact of interventions	Identifying need and monitoring impact of interventions	Identifying need and monitoring impact of interventions
3. Targeted support and appropriate referrals			
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.	Targeted approach About the role Parents, carers and community	Targeted approach About the role Parents, carers and community	Targeted approach About the role Parents, carers and community
identify and access the most appropriate statutory or independent mental health service provision available in their local area.	Targeted approach	Targeted approach	Targeted approach
make or support effective referrals to children and young people's or	Targeted approach	Targeted approach	Targeted approach

adult mental health services, or other services as appropriate.			
4. Staff development			
access and utilise tools, strategies and resources to support their own mental health so that they can look after themselves.	About the Role Staff Support and Development	About the Role Staff Support and Development	About the Role Staff Support and Development
identify and utilise tools, strategies and resources to confidently engage staff to help promote and support their mental health and wellbeing.	Staff Support and Development	Staff Support and Development	Staff Support and Development
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.	Staff Support and Development Parents, Carers and Families Curriculum, teaching and learning	Staff Support and Development Parents, Carers and Families Curriculum, teaching and learning	Staff Support and Development Parents, Carers and Families Curriculum, teaching and learning
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.	Staff Support and Development	Staff Support and Development	Staff Support and Development
signpost and increase and promote awareness of resources to support staff.	Staff Support and Development	Staff Support and Development	Staff Support and Development
5. Creating an ethos and environment			
use their knowledge to effectively communicate a positive values-based approach, and to promote openness and understanding to normalise mental health and its fluctuations throughout life.	Ethos and Culture	Ethos and Culture	Ethos and Culture
understand how they can use local services/resources to enhance their school/college messaging and develop social, emotional and mental health partners in the community.	Ethos and Culture	Ethos and Culture	Ethos and Culture
connect different policies and processes (equality & diversity, bullying & harassment, behaviour and safeguarding) to ensure they are working together to support wellbeing.	Ethos and Culture	Ethos and Culture	Ethos and Culture

6. Enabling the Student Voice			
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 their whole school or college approach.	Pupil voice	Pupil voice	Pupil voice
identify opportunities for appropriate use of pupil or student peer-led wellbeing support.	Pupil voice	Pupil voice	Pupil voice
7. Working with parents, families and carers			
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.	Parents, Carers and Community	Parents, Carers and Community	Parents, Carers and Community
develop positive relationships and work jointly with parents, families and carers from a range of backgrounds.	Parents, Carers and Community	Parents, Carers and Community	Parents, Carers and Community
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.	Parents, Carers and Community	Parents, Carers and Community	Parents, Carers and Community
8. Curriculum, teaching and learning			
develop, with others, a cross curricular approach to promote mental health and wellbeing.	Curriculum, teaching and learning	Curriculum, teaching and learning	Curriculum, teaching and learning
recognise the links between physical and mental health and how to work across the school to promote this.	Curriculum, teaching and learning	Curriculum, teaching and learning	Curriculum, teaching and learning