Michelle Nuttall

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**Summary**

Motivated life story practitioner and Children’s looked after officer in mainstream school with 25+ years of progressive experience in social care. Offering expertise in therapeutic life story and insight into the behaviours of young people, using a vast range of skills and knowledge learnt from various hard to reach and resource strained sectors of society. Energetic self-starter and team builder able to navigate high-stress situations and achieve goals on time and under budget.

More recently during the role in the school setting a greater understanding has been learnt in relation to the education settings and the issues that relate to those being looked after.

I have knowledge of core parenting and childcare models, such as DDP, P.A.C.E. and Therapeutic Life Story, to my extensive experience of working directly with children and parents in an outreach capacity. I have the ability to work with challenging young people implementing guidance and boundaries and with families using parenting models. I adapt and change and can be flexible in my approaches, dependant on the family and their dynamic. I have experience working with professionals, implementing care plans and attending reviews and strategy meetings and educational meetings to ensure best outcomes for the students, I have input into risk assessments, I continually evaluate my practice based on my experiences and seek to learn from each encounter.

I have good communication skills and regularly have to meet with a variety of professionals at all levels and from different backgrounds, to share my insight and expertise, to discuss students with their families and to contribute to the continued improvement of the service.

I work daily with the policies and procedures set out by the local authorities and the academy and try to keep myself current on changing legislation relating to children and families in education. I work closely with my colleagues to ensure best outcomes for the students I am privileged enough to work with whilst maintaining awareness of the resource and budget constraints that my department has to work within. I feel I am able to manage workloads appropriately and prioritise tasks.

I have strong commitment to personal development, continuously studying and exploring both existing and new areas of knowledge, leadership and best practice, and would actively encourage the team to progress their own personal development. A more knowledgeable team can only help to improve the services that a team provides.

In conclusion, I think my expertise would be an asset to the team. I have an extensive and diverse skill set which, combined with my ability to think creatively allows me to develop novel and engaging solutions when working with families and colleagues, all within the parameters.

**Experience**

I believe that I can bring a lot to the role, from my knowledge of working with students over the last 2 years working out suitable education packages and support to ensure they reach their full potential alongside agencies such as the virtual school and children’s social care to organising initial discussion with alternative provisions, My role has been to support key CLA students' emotional health by planning delivering and reviewing interventions , so that the students can be supported to co-regulate their own emotions and .improve their confidence and self-esteem to be able to express themselves safely in a non-judgemental environment  
  
The interventions I have used are the Beacon House Survival Animal Model, and the therapeutic life story model, Working around social skills through games and work on paper and Lego based activities, and the use of a range of mediums such as clay and paints to further self-expression and learning about emotions.

My roles have allowed me to complete wishes and feelings work and PEPs in a timely fashion, which sums up the student views includes smart targets and pre-empting potential concerns involving the students and carers and wider social care team where applicable.

To plan and organise the tutoring for students who require additional support identified in their PEPS so that the tutoring begins as quickly as possible after being agreed in the PEPs.

Ensuring PEP targets are met.   
Keep tutoring spend sheet up to date  
Ensure pep monies are accounted for through the spend record  
Sourcing other providers of education and data checking ensure quality.

Planning and delivering transition plans supporting the student onto higher education  
Monitor attendance and the impact of the tutoring in addition to their education.

I have regular meetings with Educational psychologists to discuss and share valuable insight into students and their behaviours to find ways to best support.

I have supported EHCP applications ensuring the needs of students are being met in accordance with guidance.

**CLA officer**

**CO-OP academy Manchester Nov 2021 – Current**

To ensure the academic and well-being needs of the looked after children are met and those who have been previously looked after are met.

To work closely with the DSLs to ensure any safeguarding concerns are quickly and effectively responded to.

To promote a whole school culture where looked after children’s personal, emotional and academic needs are prioritised. To ensure there is effective communication with relevant partners and external agencies, for example carers/guardians/social workers.

To ensure staff have high expectations of CLA students and set targets to accelerate progress.

this might affect the student’s behaviour.

To support transition between educational establishments at both Key Stages.

To ensure there is effective induction of LAC students.

To ensure all PEPs identify developmental and educational needs and barriers to achievement and are completed within set deadlines.

To ensure the CLA students and teachers are involved in setting SMART educational targets.

To monitor the impact of PP+ money to ensure it has a significant impact on students’ academic progress/well-being.To be proactive in identifying signs of potential mental health issues for LAC students.

To ensure appropriate provision is in place for vulnerable students and that this is reviewed regularly. To give feedback on vulnerable students’ progress to relevant staff and parents/carers

To carry out general administrative duties e.g. completion of standard forms, respond to routine correspondence.

To respond to face-to-face, telephone and email enquiries with all staff and external agencies.

To maintain computerised records, CLA and vulnerable students.

To play a major role in initiatives and projects that may arise during the year.

To undertake research and obtain information to inform decisions.

To ensure that all relevant CLA files are copied and forwarded appropriately when a student transfers to another school.

To ensure that all relevant information is collected about LAC and vulnerable students at transition times.

To deliver plan and evaluate directed session of therapeutic interventions.

**Outreach practitioner**  Jun 2018 to nov 2021

**Lancashire county council** － Preston, Lancashire

Supporting children and young people to return to the family home following a period in residential care;

Support young people who are identified as being on the edge of care and support with emotional and behavioural needs during this time.

Deliver parenting programme to support parents to identify strategies to cope and manage difficult situations.  
Provide advice and guidance to parents/carers in managing their child/young person's behaviour with an aim to build resilience;  
Provide advice and guidance to young people in relation to managing their own behaviours, including emotional support.  
Contribute to improving the life experiences and chances of vulnerable children and young people through working with families within an integrated approach;  
Signpost families to relevant services where appropriate.

Attend and contribute towards professional meetings.

Liase with line managers.

Support emergency placement of young people.

* Supported outreach programme by delivering talks to team members on skill set.
* Recommended improved life choices to enhance client outcomes.
* Assisted social workers with building, coordinating and leading programmes delivering high-quality family support.
* Conferred with managers to understand and meet diverse needs, providing frequent feedback on front-line operations and recommending improvement strategies.
* Maintained thorough and accurate records outlining programme operations and participant progress.
* Provide a therapeutic approach through P.A.C.E.

**Therapeutic life story practitioner** Aug 2016 to Current

**Lancashire county council** － Accrington, Lancashire Derbyshire, Wigan

* Maintained thorough and accurate records outlining programme operations and participant progress.
* Assisted social workers with building, coordinating programmes delivering high-quality therapeutic support.
* Children/young people who are struggling with their identity and making sense of whom they are and what has happened to them in the past. Life story work is most effectively used with children and young people aged between 5 and 21 years old  
  • Supporting Children and young people who have experienced early life abuse and/or trauma.   
  • Support Foster/residential or adoption placements that are struggling and at risk of breaking down  
  • Work with Children in care or who have been adopted who are asking questions about their past
* Work completed with a child to increase understanding and acceptance of their life history and a more positive and healthy self-identity  
  • support Children to become less pre-occupied with questions and the not knowing and as a result, they are often calmer and more focused in their thinking and behaviour  
  • Work with the child and primary Carer to improve deeper understanding of each other's thoughts, feelings and behaviours and so attachments are greatly strengthened  
  • Deeper understanding and stronger attachments leading to a decrease in the likelihood of a placement breakdown  
  • Completion of a Life Story Book at the end of the intervention  
  • Provide social worker with an outcome focused report
* Working knowledge of fostering and adoption and some of the procedures.

**Residential Childcare Worker** Oct 1999 to Jun 2018

**Lancashire county council** － Rawtenstall, Lancashire

* Supported improved life choices to enhance client outcomes.
* To maintain a high quality of care and support which meets the physical, emotional, intellectual, social and cultural needs of children and young people within the care of Inspirations.
* Working from the guidelines from the 1989 Children's Act, National Minimum Standards, Every Child Matters and any other relevant legislation. 
* To provide a caring, supportive and nurturing environment in which children/young people can feel secure and free from harm.
* Helping young people gain self-control by challenging unacceptable behaviour and rewarding acceptable, pro-social conduct. 
* Ensuring that each young person's care plan is followed and amended as appropriate to reflect their changing needs 
* Attending to practical matters in relation to childcare (cooking, cleaning, general maintenance around the home etc) 
* To act as a key worker or co-worker for a young person to ensure that the young person's care plans are up to date and that all their care needs are being met.
* To provide a positive role model to be able to offer advice, guidance and assistance where appropriate. 
* Establishing relationships which young people perceive to be positive, warm and rewarding 
* Providing advice, assistance and support on a 1:1 basis to enable young people to address past and present difficulties 
* Providing emotional support at times of difficulty or stress

**Cook** Oct 1997 to Oct 1999

**Lancashire county council** － Rawtenstall, Lancashire

* Consistently verified kitchen staff followed all recipes and portioned serving guidelines correctly.
* Set up and performed initial prep work for food items such as soups, sauces and salads.
* Ensured smooth kitchen operation by overseeing daily product inventory, purchasing and receiving.
* Identified opportunities to increase revenue, decrease kitchen expenses and maximise departmental productivity without compromising guest satisfaction.
* Consistently kept clean and safe environment by adhering to all sanitation and safety requirements.
* Persistently strove for continual improvement and worked cooperatively as team member.
* Provided nutritious, safe, visually appealing, innovative and properly prepared and flavoured food.
* Developed strategies to enhance catering and retail food service revenue and productivity goals.
* Conducted daily inspections and maintained food sanitation and kitchen equipment safety reports.
* Correctly operated all bakery equipment, including ovens, proofers, fryers, scales and mixers.
* Displayed positive and friendly attitude towards customers and fellow team members.

**Skills**

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| * Documentation management * Advocacy * Child welfare checks * Community engagement * Caseload management * Self-motivated | * Attention to detail. * Team player * Problem solving * Time management * Communication skills |

**Education**

**GCSE**, **English**  1995

Haslingden high school － Haslingden

**GCSE**, **math**  1995

Haslingden high school － Haslingden

**Certificate of Higher Education**, **Sociology**  2005

Accrington and Rossendale college － Accrington

**GCSE**, **Math**  2005

Accrington and Rossendale college － Accrington

**NVQ Level 3**, **Children and Families**  2005

Lancashire county council － Preston

**Certificate of Higher Education**, **psychology**  2006

Accrington and Rossendale college － Accrington

**Certificate of Higher Education**, **Transactional analysis 101** 2015

UKATA － South Manchester

Introductory course 2-day course

**Diploma of Higher Education**, **Therapeutic life story**  2016

University of East London － London

**Certificate of Higher Education**, **Counselling concepts**  2017

ABC awards Stockport college － Stockport

* Coursework completed in counselling modalities

**Certificate of Higher Education**, **Certificate in awareness of mental health** 2017

TQUK － Sale

**Certificate of Higher Education**, **Dyadic developmental practice: psychotherapy and parenting**  2017

DDPI

Level 1 introduction to the framework 28 hours completed

**Certificate of Higher Education**, **Education and training Btec level 3 2019**

Professional futures Ltd － Preston

**Advanced certificate in safeguarding for safe guarding leads** 2021