



Job Title	SEMH Lead
Grade/Salary	Scale 5 points 10-13 depending on experience Actual Salary £23,766 - £24,911, per annum
Job Type	37 hours per week. Term Time Only (38 weeks) Monday, Tuesday, Wednesday, Thursday 8.00am to 4.00pm, Friday 8.00am to 3.30pm
Date Required	1 st September 2026 or sooner if possible.
Closing Date	Monday 1 st June, 2026 @ Midday
Interview Date	w/c 8 th June 2026
Reporting To	Senior Assistant Headteacher – Safeguarding and Inclusion

Details

We are seeking to appoint an SEMH Lead to oversee the support and inclusion of students to who require our help and support to remove barriers to their opportunities for success in school. The postholder will focus particularly on students with SEMH needs and will play a pivotal role in working with our Pastoral Team to cater for some of our most vulnerable students. The postholder will also work closely with our SENCO in providing targeted mental health support.

Principal Responsibilities

- Overseeing the support and inclusion of students with SEMH needs.
- Promote the inclusion and acceptance of all pupils, whilst supporting pupils consistently, recognising and responding to individual needs.
- Work closely with the Pastoral Team and SENCO to put provisions in place for named students regularly assessing students' needs and progress.
- Ensuring the safety and welfare of students, adhering to safeguarding procedures and reporting concerns to the DSL/DDSL.
- To work with teachers and non-teaching staff to ensure that appropriate strategies and resources are being used to promote effective student self-management.
- Develop relationships with external agencies and providers to implement provision when necessary.
- Work closely with individual students and groups of students, arranging regular meetings and check ins to help foster strong relationships and encourage positive engagement with school.
- Liaise regularly with families, updating parents/carers on the progress of their children and provisions that are in place or being considered.
- Create, share and maintain support plans that help ensure consistent approaches are taken with named students, including One Plans where required.
- Maintain records of student referrals and support, analysing data to track the impact of provision that is in place.

General Duties

- Supervise students during social time in a designated space as directed; be proactive in providing activities or structure to engage students during this time.
- To participate in appropriate meetings with colleagues and parents relative to the above.





- Promote and support the inclusion of students, including those with specific needs, both in learning activities and within the classroom.
- Use behaviour management strategies, in line with school policies and procedures, to contribute to a purposeful learning environment and positive engagement.
- Work with teaching staff to plan, review or develop resources for students.
- Attend regular CPD as required by the school, and other optional relevant CPD to develop good practice.

Additional Duties

- Contribute to the overall ethos, work and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school
- At all times carry out duties with due regard to the school's safeguarding and Health and Safety policies
- To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies

Key Attributes

- Ability to organise and prioritise workloads
- Have highly effective communication skills (both written and verbal)
- Demonstrate a high level of attention to detail
- Ability to identify stakeholders' needs quickly and deal with queries
- Demonstrate reliability, tact, diplomacy, confidentiality and sensitivity are paramount to this post
- Work in a team with collective goals, whilst being able to work on your own initiative
- A firm yet caring approach
- The ability to undertake a variety of tasks, often at the same time
- The ability to "Think outside of the box"
- The ability to relate to both students and adults
- Be a hard worker

The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

About the School

Our school is a strong, caring community with an ethos based on our three core values; supporting to students to achieve; providing opportunities for enrichment in order to extend students' education within and beyond the classroom; preparing students for the wider world and life beyond school with key life skills and learning relevant to their life, both in the present and in the future. We have high expectations of all members of our school community, with aspirations for everyone to be the best they can be, in all that they do. Visitors to the school regularly comment on the calm and welcoming environment; we very much look forward to welcoming your child to our school.

Our OFSTED inspection in October 2024 validated the impact of the significant work that has taken place to develop the character and culture of the school. Inspectors commented that students articulated that they felt happy, safe and that diversity is valued. It was noted that "pupils, staff and parents and carers agree that this





school has improved since the previous inspection” and this is further evidenced through the Parent View responses, with 83% of responses recommending the school, an increase from 46% just under two years ago. There is further evidence to support the impact of these positive changes including Local Authority reviews and student and parent voice, alongside a significant reduction in the number of fixed term suspensions. Attendance has also improved with data in line with the national figures for 2023-24 and a marked reduction in persistent absenteeism.

Teaching & learning across the school has shown increased consistency following the introduction of the Teaching and Learning toolkit but there is further work to be done around assessment for learning and adaptive teaching to ensure that students make more progress than is currently the case.

We are delighted that given the rapid improvements made, the inspection team have full confidence in the school having the capacity to improve further the effectiveness of teaching that pupils experience. Early Career Teachers undertake a fully inclusive and supportive induction programme and are mentored continually throughout their term of training to ensure guidance is on hand at all times. This is complemented by the robust two-year Early Career Framework programme.

Our Governing body is committed to safeguarding and promoting the welfare of all children and young people and expects all staff and volunteers to share in this commitment. The successful applicant will be offered a position subject to full pre-employment checks including an enhanced DBS clearance, satisfactory medical checks and 2 satisfactory references.

About the Trust

We are a small Multi Academy Trust based in the South-East of Essex and currently manage four local secondary schools. Each school within our Trust is a place where we believe in the power of education to transform lives.

Our philosophy is centred around the belief that schools can achieve better educational outcomes for students by working together as a collective entity. The Compass Trust is founded on the principles of collaboration, innovation, and inclusivity, with the aim of providing a supportive and nurturing environment that enables schools to flourish and students to succeed.

Additional Benefits

As a valued member of our team, you will be entitled to the following benefits (****Subject to eligibility criteria***)

- Employer Pension Contribution;
- Access to the “Cycle to Work” scheme;
- Eye test vouchers in partnership with Specsavers;
- Access to our Employee Assistance Programme (includes confidential counselling and online discounts);
- Virtual GP Access - including minors 16 and under;
- Annual onsite flu vaccination programme;
- Free tea and coffee provided daily;
- Discounted Tastecard subscription;
- A well-being week every term (this includes no after school meetings).





How to apply

When applying for this position, please use The Bromfords School application form, which can be found on our school website under Vacancies, or click here - <https://www.bromfords.essex.sch.uk/recruitment-documents/>

We encourage visits from prospective candidates to meet members of our school community and to experience our school at first hand. If you would like to do this, please contact Ann Pullin, PA to the Headteacher on 01268 627848 or via email to recruitment@bromfords.essex.sch.uk

We look forward to hearing from you.





Category	Essential	Desirable
Application	<ul style="list-style-type: none"> Supportive reference/s. Well-structured supporting letter. 	
Qualifications	<ul style="list-style-type: none"> Five GCSEs Grade C/4 and above or their equivalent including English and Mathematics. Has successfully undertaken appropriate statutory Child Protection Training (Level 2). 	<ul style="list-style-type: none"> Mental Health First Aid Qualification (or willing to be trained). Higher qualifications or relevant qualifications at A Level or above. Child Protection Training at Level 3. First aid training or willingness to undertake.
Experience	<ul style="list-style-type: none"> Experience of working within in a school or educational environment. Experience of working with small groups in a tuition or intervention setting. Experience of working with students with complex SEMH needs and a track record of success in supporting these students. 	<ul style="list-style-type: none"> Experience of communication with a range of individuals, including parents/carers and outside agencies.
Professional Development	<ul style="list-style-type: none"> Ability to work successfully as part of a team, sharing good practice. Willingness to undertake further relevant training. 	<ul style="list-style-type: none"> Ability to communicate effectively in a variety of situations
Skills	<ul style="list-style-type: none"> A good understanding of the needs and characteristics of students across the age range 11-19. Commitment to student welfare and achievement. Good listening skills. Experience of handling large amounts of sensitive data and upholding the principles of confidentiality. Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns. 	<ul style="list-style-type: none"> Use of ICT in supporting all aspects of school and professional life. Ability to initiate and manage change with successful outcomes.
Special Knowledge	<ul style="list-style-type: none"> Knowledge of inclusion / SEND including Cognition and Learning (e.g. MLD), Communication and Interaction (e.g., ASD), Physical and Sensory (e.g., visual impairment) or Social, Emotional and Mental Health needs (e.g., anxiety). Awareness of local and national agencies that provide support for young people and their families. 	<ul style="list-style-type: none"> Knowledge of what a trauma-informed approach looks like in an educational setting. Knowledge of education initiatives.

**Personal
Attributes**

- Ability to work hard under pressure.
- Ability to prioritise and meet deadlines.
- Commitment to continued personal development.
- Commitment to contribute to the wider life of the school.
- Good attendance and punctuality record.

- Flexibility and adaptability in order to be able to mix and work with a wide range of people.
- Interests beyond teaching/school.
- Evidence of being able to build and sustain effective working relationships with staff, governors, parents/carers and the wider community.