



SUPPORT STAFF: JOB DESCRIPTION & PERSON SPECIFICATION

Position Title	SEMH Mentor
Reporting to	Assistant Principal – SEND/Behaviour and Culture
Hours	31.5 hours per week/39 weeks per annum
Grade/Point	D 8 to 12

This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post as identified below.

Summary of Role:

To support the learning, wellbeing, and development of pupils with Social, Emotional and Mental Health (SEMH) needs, ensuring they are able to access the curriculum and thrive within the school environment. The role involves working closely with teaching staff, pastoral teams, and external agencies to implement strategies that promote positive behaviour, emotional regulation, and academic progress

Main Duties and Responsibilities:

- Provide tailored support to pupils with SEMH needs, both in and out of the classroom. Implement and monitor individual behaviour and support plans.
- Foster positive relationships with pupils to build trust and encourage engagement.
- Support pupils in developing emotional literacy, resilience, and coping strategies.
- Assist in the delivery of interventions focused on emotional wellbeing, social skills, and behaviour.
- Work collaboratively with teachers to adapt learning materials and approaches to meet individual needs.
- Monitor and record pupil progress, behaviour incidents, and emotional responses.
- Liaise with parents/carers and external professionals as required & build strong positive working relationships to support pupils.
- Promote a safe, inclusive, and nurturing environment for all pupils.
- Contribute to the development of whole-school SEMH strategies and policies.

This role requires the agility to work across the following three remits:

SEMH provision:

- Support the day-to-day running of the SEMH provision, ensuring it is a calm, structured, and therapeutic environment.
- Contribute to the design and delivery of bespoke SEMH programmes and activities tailored to individual and group needs.
- Maintain accurate records of pupil attendance, engagement, and progress within the provision.
- Work closely with the SENCO and pastoral team to identify pupils who may benefit from SEMH provision support.
- Support transitions between the SEMH provision and mainstream classroom settings.
- Assist in the coordination of multi-agency support for pupils accessing the provision.



- Monitor and replenish resources used within the SEMH provision, ensuring they are appropriate and engaging.
- Provide mentoring and emotional coaching to pupils, using trauma-aware and restorative approaches.
- Participate in regular review meetings and contribute to the evaluation of the provision's impact.
- Support staff training and awareness around SEMH strategies and inclusive practices.

EBSNA:

- Support pupils experiencing emotionally based school non-attendance through tailored outreach and engagement strategies.
- Conduct home visits (where appropriate and in line with safeguarding protocols) to build rapport and assess barriers to attendance.
- Work collaboratively with families to develop trust and co-create reintegration plans.
- Liaise with external agencies (e.g., CAMHS, EWO, social care) to coordinate support and ensure a joined-up approach.
- Deliver targeted interventions within the home, community, or school setting to support emotional readiness for return.
- Facilitate gradual reintegration into school, including flexible timetables, safe spaces, and key adult support.
- Monitor attendance patterns and emotional wellbeing, reporting concerns to the SENCO and safeguarding team.
- Provide regular updates to parents/carers and contribute to multi-agency meetings and reviews.
- Advocate for the pupil's voice in planning and decision-making processes.
- Support the development of whole-school approaches to identifying and responding to EBSNA early.

Inclusion Hub:

- Lead the daily operation of the Inclusion Hub, ensuring it is a calm, supportive space for pupils to regulate, refocus and return to learning.
- Welcome and support pupils referred to the Hub, using de-escalation and emotional regulation strategies.
- Facilitate reintegration into lessons by preparing pupils emotionally and academically for return.
- Deliver structured SEMH interventions within the Hub, including sessions on emotional regulation, anxiety management, and social skills.
- Maintain a positive and therapeutic environment that promotes self-reflection and personal growth.
- Track pupil attendance, engagement, and outcomes within the Hub, reporting regularly to the SENCO and leadership team.
- Collaborate with teaching staff to ensure continuity of learning and behaviour expectations. Support the development of pupil voice within the Hub, encouraging feedback and self-advocacy.
- Contribute to the evaluation and continuous improvement of the Inclusion Hub model. Promote restorative practices and trauma-aware approaches within the Hub and across the wider school.

Interventions:

- Plan and deliver targeted SEMH interventions based on pupil needs, including 1:1 and small group sessions.
- Use assessment tools and pupil voice to identify appropriate intervention pathways.



- Maintain intervention timetables and ensure sessions are delivered consistently and effectively. Monitor and evaluate the impact of interventions, adjusting approaches as needed.
- Record pupil progress and outcomes, contributing to reviews and reports for internal and external stakeholders.
- Collaborate with teaching staff and pastoral teams to embed intervention strategies into classroom practice.
- Stay up to date with evidence-based SEMH approaches and incorporate them into planning. Support the development of intervention resources and contribute to the school's SEMH toolkit. Share good practice and contribute to staff CPD around SEMH intervention planning and delivery.

Additional:

- Flexibility to work across the Trust as directed.
- Flexibility to work with all students across the Trust, including those that demonstrate challenging and violent behaviour.
- Participate in training relevant to the role.
- Arrange and run break and lunchtime activities.
- Attend relevant internal and external meetings and training as requested.
- Willingness to participate in internal supervision and staff appraisal processes.
- To be responsible for the health and safety of self and others.
- Provide cover in other areas, as required.

Data Protection / General Data Protection Regulations Compliance

The Privacy Notice sets our general principles in relation to Data Protection and the General Data Protection Regulations. You should also abide all Trust policies relating to the use of data including but not limited to:

- Acceptable Use Policy
- Records Retention Policy
- Personal Data Breach Procedure
- Employee Code of Conduct
- E-safety Policy
- Social Media Policy
- Use of Personal Devices Policy

Our Privacy Notice for Employees explains how we use your personal data.

You should note that a duty of confidentiality applies to all personal data seen prior to the first day of employment.



Person Specification

CRITERIA	ESSENTIAL	DESIRABLE
Professional Qualifications and Learning	5 GCSEs at grade C/4 and above, Including English & Maths	- First aid qualification. - Team Teach or equivalent behaviour management training. - Mental Health First Aid or similar SEMHrelated training
Experience	- Experience working with children and young people with SEMH needs in an educational or care setting - Experience and/or keen interest in supporting pupils with emotionally based school non-attendance (EBSNA) - Experience planning and/or delivering small group or 1:1 SEMH interventions	- Knowledge of working with Arbor MIS/Every - Experience of working in school setting - Experience running or supporting an Inclusion Hub or SEMH provision - Experience working with multi-agency teams to support pupils - Experience conducting home or community visits to support EBSNA
Knowledge & Understanding	- Understanding of SEMH needs and how they impact learning and behaviour - Awareness of trauma-aware and restorative practices - Knowledge of safeguarding procedures and child protection responsibilities - Understanding of inclusive education and the graduated response	- Familiarity with EHCP processes and SEND Code of Practice - Understanding of attendance monitoring and reintegration strategies
Skills	- Ability to communicate effectively, verbally and in writing - Excellent grammatical, spelling and punctuation skills - Ability to work on own initiative and to meet deadlines - Ability to work effectively as part of a team and work collaboratively - Strong organisational and planning skills - Good working knowledge of Microsoft Office - Competent in planning, delivering, and evaluating SEMH interventions	- Ability to solve problems and find creative solutions - Calm under pressure with a flexible and adaptive approach to work.



Personal Qualities	• Displays understanding & commitment to the protection and safeguarding of children and young people • A highly professional approach to their work • Reliable and trustworthy • Empathetic, patient, and resilient • Embodies the Trust's vision and values. • Awareness to and commitment to equality	• Committed to personal and professional development • Able to manage time effectively • A belief in the ability of children and young people to achieve and overcome obstacles to their learning
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Dartmoor Multi Academy Trust is an equal opportunity employer.

All schools in The Dartmoor Multi Academy Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

You will have undertaken an Enhanced Disclosure via the Disclosure Barring Service (DBS).