



## SEMH Provision Coordinator

### Job Purpose

The SEMH Coordinator will play a central role in ensuring that vulnerable students receive timely, effective and coordinated support to enable them to thrive academically, socially and emotionally within school.

Working closely across the pastoral, behaviour, safeguarding and SEND teams, the postholder will coordinate day-to-day support for students with social, emotional and mental health (SEMH) needs, barriers to attendance, emotional dysregulation and wider vulnerabilities.

The SEMH Coordinator will play a pivotal operational role in ensuring that vulnerable students receive consistent, joined-up and effective support, with robust oversight of daily processes, interventions, incidents and follow-up actions across pastoral, safeguarding and SEND provision.

The role is both strategic and operational, ensuring that day-to-day incidents, concerns and actions are followed through thoroughly whilst also ensuring that longer-term provision and support pathways are implemented effectively.

The SEMH Coordinator will work closely with the Assistant Headteacher for Wellbeing to ensure that the school delivers a coherent and graduated approach to mental health and wellbeing support. They will help ensure that universal, targeted and specialist provision is available and responsive to student need, enabling all students to access appropriate support and thrive within the school community.

### Key Responsibilities

### Student Support & SEMH Coordination

- Coordinate and oversee day-to-day SEMH and wellbeing support for identified students.
- Work closely with pastoral, safeguarding and behaviour teams to ensure students receive timely and appropriate interventions.
- Support vulnerable students who may present with emotional, behavioural or attendance-related barriers to learning.
- Ensure appropriate adjustments, strategies and interventions are implemented consistently.
- Support reintegration processes for students returning from suspension, alternative provision or extended absence.
- Lead provision reviews, reintegration meetings and timetable review meetings.
- Ensure students' views are considered within support planning.

## Operational Oversight & Daily Pastoral Support

- Act as a key operational link between pastoral, safeguarding, behaviour and SEND teams.
- Ensure incidents, concerns and follow-up actions are addressed promptly and appropriately.
- Monitor systems to ensure behaviour, safeguarding and wellbeing processes are followed consistently.
- Maintain accurate records of interventions, referrals, actions and outcomes.
- Ensure agreed actions are followed through and reviewed.
- Support pastoral teams to respond effectively to student concerns.
- Coordinate communication between teams regarding vulnerable students.
- Ensure no vulnerable student falls through gaps in provision.

## Intervention & Provision Management

- Create, coordinate and monitor SEMH intervention plans using an assess–plan–do–review approach.
- Coordinate and review interventions including :
  - ELSA support
  - Mentoring
  - Emotional regulation programmes
  - Outdoor learning interventions
  - Attendance interventions
  - Therapeutic and specialist support
- Monitor the impact of interventions and adapt support accordingly.
- Support referrals to internal and external support services.
- Make recommendations for escalated support where appropriate.

## Mental Health & Wellbeing Provision

- Work closely with the Assistant Headteacher for Wellbeing to support implementation of the school's mental health and wellbeing strategy.
- Support the delivery of a graduated response to mental health needs.
- Coordinate and monitor universal, targeted and specialist wellbeing provision.
- Ensure all students can access wellbeing support through the school's universal offer.
- Promote positive mental health, resilience, belonging and emotional wellbeing.
- Monitor wellbeing data and identify students requiring additional support.
- Maintain oversight of mental health referral pathways.
- Support the evaluation and continuous improvement of wellbeing provision

## Safeguarding & Multi Agency Working

- Work closely with the DSL and safeguarding team to support vulnerable students and families.
- Support referrals and communication with external agencies.
- Attend and contribute to professional meetings as required.
- Contribute to safeguarding risk assessments and support plans.
- Maintain accurate safeguarding records and documentation.
- Support the school's commitment to safeguarding and student welfare.

## Attendance, Behaviour & Data Monitoring

- Monitor attendance, behaviour and wellbeing data to identify students requiring support.
- Support early identification of emerging concerns.
- Work proactively with pastoral teams to address barriers to attendance and engagement.
- Track patterns, trends and intervention impact.
- Contribute to reports and case studies relating to vulnerable learners.

## Leadership & Collaboration

- Work collaboratively with pastoral, safeguarding, SEND and attendance teams.
- Develop strong relationships with parents and carers.
- Lead meetings with confidence, professionalism and empathy.
- Support Assistant Heads of House with intervention planning and implementation.
- Contribute to the development of inclusive practice across the school.
- Promote high expectations, relational practice and a culture of inclusion.



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## Person Specification

### Essential

- Experience working with young people with SEMH needs or vulnerabilities.
- Strong understanding of safeguarding and inclusion.
- Understanding of SEND processes and referral pathways.
- Knowledge of graduated approaches and assess–plan–do–review cycles.
- Experience working with parents, carers and external agencies.
- Ability to analyse and interpret student data.
- Excellent organisation and communication skills.
- Ability to build positive relationships with students and families.
- Exceptional attention to detail.

### Desirable

- ELSA qualification or SEMH-related training.
- Experience of alternative provision pathways.
- Understanding of trauma-informed practice.
- Experience of leading interventions or support programmes.
- Experience of working within a secondary school setting.

### Accountability

The SEMH Coordinator will report to the Assistant Headteacher for Wellbeing and work closely with the SENDCo and DSL as part of the wider inclusion and safeguarding team.