



Eckington School

Social Emotional Mental Health (SEMH) Support Coordinator – MAT Cover for 1 year

Applicant Pack



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The vacancy

Post advert

Deadline for applications:	11.59pm on Sunday 12 th July 2026
Interviews to be held:	Week beginning 13 th July 2026
To start:	September 2026

We are seeking to appoint a committed, empathetic and student-centred colleague to support the emotional health and wellbeing of our students. The successful candidate will work with some of our most vulnerable students supporting them in accessing the help they require to feel safe and well and to achieve within Eckington School. Duties, within the safeguarding and pastoral team, will include working with young people to provide mental health and wellbeing interventions, liaising with key stakeholders regarding student wellbeing and providing safeguarding support, as part of the safeguarding team.

Role summary

Post title:	Social Emotional Mental Health (SEMH) Support Coordinator	
Profile:	LD3.5	
Grade:	5	
Grade spinal point range:	SCP 15 to 20	
Salary:	£30,024 - £32,597 (pro rata £25,824 - £28,037)	
Accountable SLT post:	AHT	
Line manager (if different):	Safeguarding Manager	
Staff to be supervised or line managed by post holder:	Currently none, but this post could be required to supervise a small team in the future.	
Post holder will work with:	Students and other Teaching and Support staff as well as external agencies.	
Holiday and sickness relief:	By and for other pastoral and support staff.	
Purpose of post:	To assist in the support of pupils with emotional health, wellbeing and safeguarding needs.	
Version revised:	June 2026	
Contract:	Temporary	37 hours/39 weeks

At Chorus Trust we are committed to the safeguarding of all our pupils, please visit our website to access our safeguarding and child protection policy at www.chorustrust.org/policies.



The trust will conduct an online search of the successful candidate in line with the DfE's keeping children safe in education advice.

The successful candidate will be required to complete a Disclosure and Barring Service (DBS) check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulations.



Job description

The post holder must at all times carry out their responsibilities within the spirit of the school and trust policies and within the framework of legislation relating to academies and education, with particular regard to the statutory responsibilities of the trust and the governing body of the school.

The specific duties and responsibilities include but are not limited to:

Specific duties and responsibilities

To work under the agreed systems of supervision within the school, assisting pupils, Staff and stakeholders with safeguarding needs and emotional health and well-being, coordinating alternative provision for those students who require this. The postholder will play an important role at the school, with a focus on vulnerable groups including CLAs and will work closely with the inclusion team to provide wellbeing support for students.

1.1 Social, Emotional, Health & Wellbeing

- To assist students and families in identifying mental health issues.
- To support the identification of the support required by individual students including support for the student, family, from internal and from external providers and resources.
- To support students and families experiencing mental health issues via in school provision
- To assist in establishing, developing and enhancing an effective one to one and group wellbeing support service.
- To ensure actions plans with groups and individual students and others are assessed and modified through appropriate and agreed processes, including monitoring and following up on issues identified with a senior manager.
- To contribute to the design and implementation of mental health awareness in the curriculum in conjunction with the Inclusion Manager and Personal Development Coordinator.
- To communicate and liaise with staff regarding students with mental health and emotional well-being concerns.
- To raise awareness of how and where support can be accessed with students, staff and families.
- To assist with evaluating and reporting on the effectiveness of mental health and wellbeing and safeguarding in conjunction with the Safeguarding Manager and Assistant Headteacher, including the collection of information and data pertaining to students.
- To supervise and support students in 1 to 1's and in small groups

1.2 Wellbeing support for students

- Effectively support identified vulnerable students in order to prevent exclusion and disaffection/disengagement from mainstream provision.

- Ensure that record keeping in relation to individual casework and team activities is maintained to the required standard and data is readily available for monitoring and evaluation purposes.
- Attend student reviews as appropriate (TAFs)
- Make recommendations regarding referrals for additional services and support to meet the needs of the students
- Support good attendance by being involved in early interventions including daily contact with home, and other strategies in line with the school attendance policy.
- Contribute to referral processes for external services and support.

1.3 Safeguarding

- Refer or support other staff to refer safeguarding concerns to the relevant agencies.
- Support the Designated Safeguarding Lead (and Safeguarding Manager) in ensuring the Trust's safeguarding policies are known, understood and used appropriately.
- Ensure safeguarding processes are carried out in accordance with national statutory requirements and local processes.

1.4 Support for students

- In conjunction with other professionals, assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning as part of the plan, do, review cycle
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Develop and implement learning support individual student support plans as appropriate.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.
- Use specialist skills/training/experience to support students
- To act as a keyworker for individual or groups of students.

1.5 Support for the teacher

- Liaise with teachers with regard to identified students' SEMH needs.
- Observe, monitor and evaluate pupil responses/engagement to learning activities
- Provide objective and accurate feedback and reports as required. Liaise with teachers with regard to identified students SEMH support strategies.

- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence.
- Liaise sensitively and effectively with parents/carers and participate or lead feedback sessions and meetings with parents/carers where appropriate.

Support for the trust/school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Work in a flexible way to respond to the needs of the trust and to fulfil other duties and responsibilities appropriate to the grade and role as and when required.
- Be aware of and support difference and ensure equal opportunities for all.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Contribute to the overall ethos/work/aims of the trust/schools.
- Participate in relevant training, other learning activities and performance management as required.
- Team responsibilities: all staff are considered part of the overall trust team and may be required to provide assistance to colleagues in other areas from time to time commensurate with the role, skillset and grade.
- From time to time, to meet the needs of the trust, you may be asked, but not expected, to work hours additional to your normal working hours. The trust will give you as much notice as possible and you will be paid/recompensed for such work. Situations where this might be required are, for example: relevant key school events such as open evenings, exam results days, trips, clubs, training etc.

Changes to these duties

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher.

The job description and allocation of particular responsibilities will be kept under review and may be amended via consultation with individuals, the governing body or board of trustees and/or senior leadership team as required. Trade union representation will be welcomed in any such discussions.

Person Specification

Job Title: Social Emotional Mental Health (SEMH) Support Coordinator

REQUIREMENTS	Essential	Desirable	Assessment method A = application I = interview R = reference
Knowledge, experience and skills			
Experience of child protection and safeguarding concerns.	✓		A / I
Experience in student well-being and mental health.		✓	A / I
Skills in building positive and open relationships with young people.	✓		A / I
Knowledge of working with external stakeholders to support safeguarding and inclusion.		✓	A / I
Qualifications			
Good level of literacy and numeracy eg GCSE Maths and English at grade 4 or above.	✓		A
Relevant Safeguarding Training (SCC / DCC)	✓		A
Other skills			
Ability and willingness to undertake professional development.	✓		A / I
Ability to use own initiative to work flexibly and respond positively to a range of situations.	✓		A / I
Ability to work effectively as part of a team.	✓		A / I
Maintain strict confidentiality of information.	✓		A / I
Interpersonal skills			
Strong interpersonal skills with the ability to motivate others to ensure deadlines are met	✓		A / I
Ability to foster good relations with a range of colleagues at all levels.	✓		A / I



Accuracy when receiving information (verbally and written) and communicate information effectively and accurately.	✓		I
Able to make a positive contribution to the team.	✓		A
Able to reflect on performance and further develop own knowledge and skills to improve performance.	✓		I
Maintains standards set by the organisation.	✓		I
Takes responsibility for own actions.	✓		I
Ability to work alone unsupervised and manage own workload.	✓		A / I
Child protection			
A commitment to the responsibility of safeguarding and promoting the welfare of young people.	✓		I

Eckington School & Sixth Form

Eckington School is an 11-18 comprehensive secondary school in north-east Derbyshire with more than 1200 students on roll, including the school's Sixth Form.

Eckington School joined Chorus Education Trust in April 2023, at which point we also welcomed a new headteacher, whose proven track record in developing a positive ethos under strong leadership is enabling the school on its journey of improvement. Further appointments to the senior leadership team have created a school with ambition to deliver on the Chorus Trust ethos of outstanding achievement for all.

The school itself is situated on the outskirts of Eckington on the Derbyshire/Sheffield border, overlooking open countryside. The campus is arranged around a shrub-filled courtyard that enables easy access to outside spaces for all.



In addition to trust-wide benefits for all staff, those at Eckington School also have access to:

- Supportive and friendly staff and leadership team.
- Free staff parking.
- Opportunity to be part of the varied extracurricular offering, including Duke of Edinburgh's Award programme.

You can view the school website at: www.eckington.chorustrust.org.

Chorus Education Trust

Chorus Trust is a growing trust, committed to providing every child with the best education in both primary and secondary schools across South Yorkshire and Derbyshire. We train and develop teachers, giving our children access to the very best educational thinking and practice.



Our vision is ‘Outstanding Achievement for All’. We want to create a culture of success in which our children and young people can succeed. We do this through the provision of safe and supportive schools, collaborating to ensure our children benefit from a more effective spend of public money.

As part of the Chorus Trust Team, all staff have access to:



An ethos of being a **force for good**; of being part of a team that enables ‘outstanding achievement for all’.



Leading edge **training and development** through the South Yorkshire Teaching Hub.



Competitive **pension schemes**: Teacher’s Pension Scheme (teaching staff) and local government pension scheme (support staff).



Discounted **health schemes** through Westfield Health and Westfield Rewards Schemes, plus **free annual flu jabs** with Boots Corporate Health and **free eye tests** with Specsavers.



A **collaborative environment** encouraging knowledge sharing and support.



Term-time only contract postholders have the freedom of having **school holidays** off.



Career progression opportunities within a growing, local trust.



Support for **flexible working** arrangements.

You can read more about Chorus Trust at www.chorustrust.org.

