

JOB DESCRIPTION

Job Title:	Mental Health Support Worker (EBSA Specialist)	Job Ref:	FCH MHST
Service:	Foundry College EBSA Hub Locations	Section:	KS1 - KS4
Reports To:	Lead Teacher (EBSA Hub)	Location:	Foundry College
Grade:	5	Salary:	Full time SCP 12 – 17 (equivalent, commensurate with experience)
Employment Status:	Two-Year Fixed Term (Commencing January 2027)	Hours of Work:	37 hours per week term time only (8:30 am – 4.30 pm). Part time opportunities available

College Vision:

Foundry College is committed to excellence that inspires learning, achievement, and enjoyment for all; supporting all learners to thrive in a challenging and safe environment; and promoting respect, nurturing the positive, and developing skills for life.

Job Purpose

The Hub Mental Health Support Worker will deliver highly targeted, one-to-one, and small-group therapeutic intervention and emotional support for pupils experiencing Emotionally Based School Avoidance (EBSA). Synthesising best practices from therapeutic, educational, and trauma-informed frameworks, this role acts as the "emotional anchor" for vulnerable pupils. The post holder will actively support pupils in managing complex anxiety, developing coping strategies, and rebuilding self-worth, while working directly with both families and mainstream schools to hold them accountable for the pupil's long-term reintegration.

Synthesis of Core Professional Frameworks

To meet the highly complex needs of our pupils, this job description integrates core standards from leading therapeutic and educational support roles across the sector:

- **Relational Rapport & Adaptability:** Building instant, non-judgmental connections with pupils who have experienced profound school detachment, using fast, flexible thinking in challenging situations.
- **Trauma-Informed & Emotion-Coaching Approaches:** Facilitating therapeutic co-regulation, teaching pupils emotional vocabulary, and removing barriers to safety.
- **Positive Behaviour & De-escalation:** Utilising clinical psychology concepts, strengths-based approaches, and restorative practices to de-escalate crisis points.
- **Multidisciplinary Therapeutic Support:** Working in tandem with teachers, families, and Mental Health Professionals to implement Individual Learning Plans (ILPs) and track emotional progress.

Main Tasks and Accountabilities

1. Direct Therapeutic Support & Co-Regulation

- Deliver personalised, 1:1, and small-group therapeutic interventions designed to lower cortisol, manage classroom-based anxiety, and foster emotional resilience.
- Implement restorative and trauma-informed strategies (including "emotion coaching") to help pupils recognise triggers, develop self-awareness, and learn functional coping mechanisms.
- Ensure the hub environment remains a physical and psychological sanctuary—modelling emotional stability, calm presence, and unconditional positive regard at all times.
- Assist pupils during the structured sessions, helping them access academic work by dismantling the anxiety associated with "performance pressure."

2. Crisis Prevention, Safety & De-escalation

- Identify early signs of emotional distress or sensory overload and proactively apply de-escalation strategies to keep the pupil and the environment safe.
- Maintain the health, safety, and physical safeguarding of all pupils within the hub, working in strict compliance with *Keeping Children Safe in Education* (KCSIE) guidelines.
- Respond calmly and analytically to challenging behaviours, looking past the outward manifestation to address the unmet emotional or sensory need beneath.

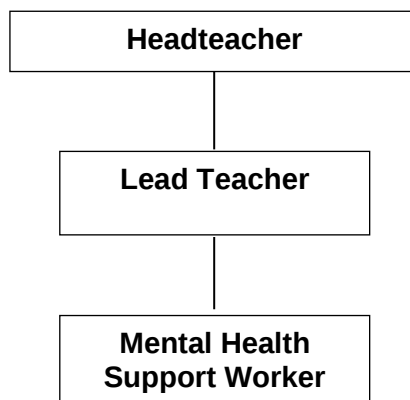
3. Parent Partnership & Family Tool Support (Accountability)

- Facilitate and monitor parental engagement with the Hub's designated EBSA Parenting Support Tools, helping families build consistent routines at home that mirror the hub's structure.
- Conduct supportive home visits to build trusting relationships with protective or anxious parents.
- Maintain regular, compassionate, yet highly accountable communication with parents/caregivers, ensuring they actively participate in review meetings.

4. Tracking, Reporting & Professional Collaboration

- Maintain highly detailed, accurate, and confidential logs of pupils' daily emotional states, behavioural breakthroughs, and progress against their ILP targets.
- Contribute to multidisciplinary review meetings with the Lead Teacher, SENDCOs, social workers, and clinical practitioners.
- Commit to continuous professional development, actively participating in specialist training programs (such as Thrive, Team Teach, and trauma-informed care modules provided by the College).

Organisation Chart



Health and Safety Responsibilities

In accordance with the provision of the Health & Safety at Work Act 1974 etc. take reasonable care for the health and safety of yourself and of other persons who may be affected by your acts or omissions at work; and co-operate with the Council to enable the Council to perform or comply with its duties under statutory health and safety provisions.

Summary of Main Contacts

- Headteacher
- Parents / Carers
- Teachers
- Other school / college staff
- Management Committee
- Other professionals
- Pupils
- Other WBC staff and services

All college staff are expected to

- Work towards and support the college vision and current college objectives as outlined in the College Improvement Plan
- Support and contribute to the college's responsibility for safeguarding pupils
- Work within the college's Health & Safety policy to ensure a safe working environment for staff, pupils and visitors
- Work within the Equal Opportunities Policy to promote equality of opportunity for all pupils and staff, both current and prospective
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with pupils, parents and colleagues
- Engage actively in the performance review process
- Undertake other reasonable duties related to the job purpose required from time to time

Additional Information

- Foundry College is committed to safeguarding children and promoting the welfare of children and young people / vulnerable adults and expects all employees, workers and volunteers to share this commitment. We will ensure all our recruitment and selection practices reflect this commitment.
- This post is subject to an Enhanced DBS check. As with all posts, the successful applicant will be required to provide proof of their right to work in the UK and, if they have lived abroad, overseas police clearance/s will need to be sought.
- CVs will not be accepted.

Transport

- You must be able to meet the travel requirements of the post.
- Hold a full UK driving licence

*As part of the pre-employment checks that are undertaken for this role, you will be asked to complete a Pre-Employment Medical Questionnaire. The questionnaire is confidential, and is screened by our Occupational Health Department, who will ensure that you are medically fit for this role before being formally offered the position.

PERSON SPECIFICATION

Please ensure that you read the person specification carefully as this will be used to assess candidates as part of the shortlist and interview process.

E = Essential to carry out role to minimum

D = Desirable but not essential to carry out the role

	Essential	Desirable
Qualifications:		
Level 3 qualification in Health & Social Care, Childcare, Education, or equivalent	√	
Degree or relevant qualification in Psychology, Counselling, Social Work, or Youth Work		√
Evidence of specialist training in Mental Health, SEMH, Trauma-Informed Practice, or Thrive		√
Experience:		
Proven experience working with children or young people with complex SEMH, SEND, or mental health needs	√	
Experience delivering 1:1 support, mentoring, or therapeutic interventions in a school or care setting	√	
Experience collaborating directly with anxious or hard-to-reach families to establish home routines		√
Experience working alongside multi-agency networks (CAMHS, Social Care, Educational Psychologists)		√
Skills and Abilities:		
Exceptional communication and active-listening skills, with the ability to build rapid rapport with children	√	
Ability to remain highly resilient, self-regulated, and emotionally grounded during high-stress scenarios	√	
Secure understanding of trauma-informed care, attachment theory, and the cycle of school avoidance (EBSA)	√	
Strong organization skills for documenting pupil progress logs, safety plans, and transition records	√	
Personal Qualities:		
A warm, highly empathetic, and nurturing disposition paired with the ability to hold clear, firm boundaries	√	
An adaptable, flexible approach to day-to-day challenges, backed by an authentic sense of humour	√	
Unwavering belief that every young person—regardless of complexity—deserves a safe space to succeed	√	
Special Factors:		
Valid driving license and access to a personal vehicle to support cross-location hub visits and home outreach	√	
	√	
	√	



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