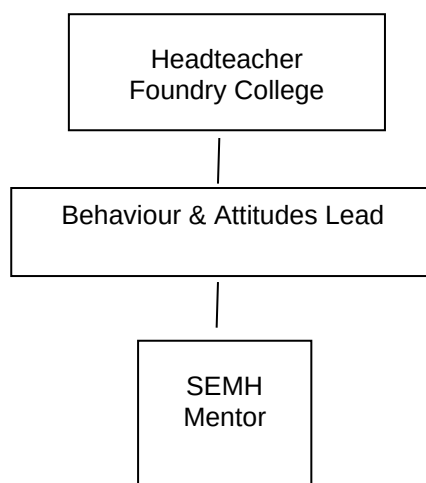


JOB DESCRIPTION

Job Title:	SEMH Mentor	Job Ref:	FC0SM
Reports To:	Behaviour & Attitudes Lead	Location:	Foundry College or EBSA Hub
Grade:	5	Salary:	SCP 12 - 17
Employment Status:	Permanent / Fixed Term	Hours of Work:	37 hours per week, Term Time only (8:30 – 4.30)
College Vision: Foundry College is committed to: - • Excellence that inspires learning, achievement and enjoyment for all • Supporting all learners to fulfill their potential in a challenging and safe environment • Promoting respect, nurturing the positive and developing skills for life.			
Role Purpose As an SEMH Mentor at Foundry College, you will play a pivotal role in embedding a trauma-informed, therapeutic culture across the college. You will work directly with young people experiencing complex Social, Emotional, and Mental Health (SEMH) difficulties. Your primary mission is to bridge the gap between emotional regulation and academic engagement, supporting pupils on-site and in off-site settings to re-engage with learning, build resilience, and achieve positive life outcomes.			

Organisation Chart



Summary of Main Contacts

- Parents / Carers
- Teachers / College staff
- Pupils

Core Responsibilities

1. Nurture: Therapeutic Support & Relationship Building

- Plan and deliver bespoke 1:1 and small group mentoring sessions focusing on emotional literacy, self-regulation, resilience, and social skills development.
- Build secure, professional, and trusting relationships with highly disengaged or traumatised pupils, acting as a consistent and calm role model.
- Apply trauma-informed practices and proactive de-escalation techniques (e.g., Therapeutic Thinking / Team-Teach) to maintain a safe, calm environment during distressed or dysregulated behaviours.

2. Inspire: Educational Access & Support

- Partner with classroom teachers and support staff to adapt learning environments, minimise emotional barriers, and keep pupils focused on their educational targets.
- Support pupils across varied environments, including off-site activities, reintegration programs, transition phases, and visits to mainstream provisions.
- Utilise innovative, interest-led strategies to motivate learners who have encountered severe barriers to education.

3. Achieve: Systemic Outcomes & Monitoring

- Monitor and record behavioural and emotional progress using college tracking systems, providing detailed feedback to the Behaviour & Attitudes Lead and teachers to evaluate intervention impact.
- Work collaboratively with parents, carers, social care, and external agencies to ensure a unified wrap-around approach for every pupil.
- Uphold the highest standards of pupil welfare, maintaining compliance with college safeguarding, health and safety, and equal opportunities policies.

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

*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:		
Educated to GCSE Level (Grade A*–C / 9–4 in English & Maths).	√	
Relevant professional qualification in ELSA, Counselling Skills, Youth Work, or SEN.		√
Accredited De-escalation / Physical Intervention training (e.g., Team-Teach).		√
Skills / Attributes:		
Exceptional communication, active listening, and conflict-resolution skills.	√	
Personal resilience, emotional strength, patience, and a non-judgmental approach.	√	
Ability to remain calm and composed in high-pressure situations.	√	
Confident user of IT platforms (MS Office, pupil tracking databases).		√
Experience:		
Proven experience working with young people exhibiting complex SEMH needs		√
Experience working within a Pupil Referral Unit (PRU), Alternative Provision (AP), or Special School.		√
Experience working alongside multi-agency teams and families.		√
Experience delivering 1:1 or small-group interventions.	√	
Knowledge:		
Strong understanding of trauma-informed practice, ACEs, and emotional regulation strategies.	√	
Familiarity with EHCP processes, SEN Code of Practice, and the Graduated Response.		√
Special Factors:		
Valid UK Driving License and access to a personal vehicle for outreach duties.	√	