



Imberhorne School

Role Profile

Job Details

Job Title:	Schools Mental Health Support and Wellbeing Coordinator
Salary/ Grade:	NJC Grade 8 SCP 20-24
Hours:	18 pw TTO + 2 weeks
Contract Type:	Permanent
Reporting to:	Assistant Headteacher: Inclusion, Deputy Head: Community Culture

Core Purpose

To support the leadership of the school's mental health and wellbeing strategy by identifying and addressing contextual challenges, providing expert training, and delivering targeted interventions to improve emotional wellbeing, engagement and academic achievement.

Key Responsibilities

1. Strategic Planning & Contextual Oversight

- Develop and implement a whole-school mental health strategy that addresses contextual issues (e.g., local community stressors, social media trends, or specific group traumas).
- Support the writing of whole-school policy related to mental health and wellbeing support, ensuring this is in line with local and national policies, practice and legislation.
- Act as mental health operational lead for the school across both sites, maintaining oversight of all therapeutic service delivery, in collaboration with Senior Leaders within this remit.
- Triangulate and analyse school-wide data (attendance, behaviour, safeguarding logs) to identify "at-risk" cohorts and design proactive interventions.
- Support curriculum leaders to vet content involving sensitive or "triggering" topics and offer training for staff to deliver it safely.
- Act as a member of the extended Safeguarding Team, participating in professionals' meetings both internal and externally where the input of professional expertise is required.
- Collaborate with Leaders in the school's self-evaluation and improvement planning for Personal Development and Wellbeing.

2. Targeted Interventions and Support (Whole cohort, Group & 1:1)

- Facilitate targeted group interventions focusing on specific needs (e.g., anxiety management, self-esteem, grief, or healthy relationships).
- Deliver one-to-one sessional work for students requiring short-to-medium-term therapeutic support.
- Design and lead the delivery of specific materials to larger cohorts to support the school's strategic plans and contextual needs around mental health and wellbeing support, for example, assemblies, tutor time activities, parental presentations.
- Ensure that all work and interventions are carefully evaluated following the Assess, Plan, Do Review cycle to support whole school self-evaluation around wellbeing.
- Maintain accurate, confidential records in line with GDPR and school safeguarding software (e.g., CPOMS).

3. Staff Training & Pastoral Support

- Act as a specialist consultant for pastoral leads, providing guidance and training on complex student cases and cohort-specific contextual safeguarding issues.
- Design and deliver CPD (Continuing Professional Development) for all staff, as well as targeted training for pastoral staff, on trauma, grief, recognising signs of mental ill-health, mental health first aid and implementing reasonable adjustments for classroom-based support with mental health, amongst other specific areas of training need.
- Facilitate reflective practice sessions or group "supervision" style drop-ins for staff dealing with high-intensity pastoral loads.
- Participate in PARM (Planning and Review Meetings) with pastoral teams to work collaboratively with other professionals to lead key student briefings and solution-focused plans for high risk and emerging risk students.
- Oversee targeted pastoral and mental health interventions, providing support for the planning and implementation of these interventions, whilst tracking impact.

4. External Services & Parental Engagement

- Act as the primary bridge between the school, internal teams and external providers where mental health issues are presenting or there is an emerging underlying mental health need (DST, CAMHS, NHS, Charities).
- Empower parents by planning and leading workshops and resources to help them support their children's mental health at home.
- Create and maintain a library of resources for parents and carers, ensuring this is regularly updated and shared as appropriate with the whole school community.
- Develop effective professional relationships with colleagues.

5. Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- At all times act in accordance with the schools Health and Safety policies, procedures and good practice guidance, following clear reporting lines and instructions.

Professional development

- Take personal responsibility to update knowledge and understanding by reflecting on own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take part in the school's appraisal procedures.

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school.
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality.
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Respect individual differences and cultural diversity.

Other areas of responsibility

- The post holder will be required to work outside of normal working hours to support school events, meetings and emergencies.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the individual will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Person Specification

Criteria	Essentials	Desirable
Qualifications	Qualified Counsellor (registered with BACP/UKCP) OR currently working towards a recognized Level 4/5 Diploma in Therapeutic Counselling.	Degree in Psychology, Social Work, or Education. Mental Health First Aider.
Experience	Experience working with and leading interventions for children/adolescents in a therapeutic or educational setting.	Experience in a school environment or within the NHS Mental Health framework.
Skills & Knowledge	Deep understanding of Contextual Safeguarding and how community issues impact student mental health	Ability to lead school-wide assemblies or large-scale workshops.
Personal Attributes	Exceptional empathy and resilience; ability to maintain professional boundaries in a high-pressure environment.	High level of digital literacy for data tracking and report writing.
Compliance	Enhanced DBS check; comprehensive knowledge of "Keeping Children Safe in Education" (KCSiE).	Experience in clinical supervision.