



Social, Emotional, Mental Health Mentor

Contract type: Fixed Term

Contract term: Full time - Term time only

Salary: Grade D (5-6) £19,243 - £19,548 pro rata; Actual Salary £25,583– £25,989

Starting date: Jan 2026

Underpinned by our '3 Guiding Principles' and '8 Conditions for Success', our vision is to empower future generations to follow their dreams and to build a society of which we can all be proud. To achieve our vision, it is imperative that we build an incredible team, who want to challenge themselves to think outside the box, be creative and work hard to achieve something special. Livingstone Academy not only provides an excellent education and high academic achievement, but goes the extra mile to best prepare our students for an ever-changing world.

We are seeking a dedicated and expert Social, Emotional, Mental Health (SEMH) Mentor to join our team. This vital role focuses on providing tailored individual and small group support for identified pupils, drawing on specialist SEMH intervention and ELSA provision. The successful candidate must possess deep expertise in addressing social, emotional, and mental health difficulties to promote independence and positive engagement in learning. Understanding that the level and type of support will vary according to the individual pupil, this role requires using proven models and strategies of support tailored to produce the best outcomes.

Key responsibilities include designing, planning, and delivering structured Emotional Literacy Support Assistant (ELSA) interventions, focusing on critical areas such as emotional regulation, social skills, friendship building, self-esteem, loss, and anger management. You will proactively teach and support pupils in applying evidence-based stress management approaches and well-being techniques to cope with anxiety and academic pressures. The role also involves assisting vulnerable pupils by providing support that breaks down potential barriers to learning, and helping pupils develop effective organisation and time management skills to manage their daily life, academy workload, and deadlines.

Working under the direction and leadership of the Assistant Principal of Inclusion, Head of Safeguarding, and leadership team, you will be required to manage complex cases and manage the referral process for pupils requiring external or specialist mental health support. A crucial element of this post is acting as a Mental Health First Aider, utilising specific training to recognise the signs of mental ill-health or crisis, offer initial support, and ensure swift and appropriate referral pathways are followed. You will maintain a sensitive and empathetic approach to challenging situations, while providing a positive and calm response to pupils in distress.

Throughout all duties, the post holder must act with integrity, maintaining confidentiality at all times, especially when maintaining comprehensive and accurate records of all SEMH and ELSA interventions, and ensuring that relevant, detailed and accurate written records of referrals/concerns are kept and stored securely.



**LIVINGSTONE ACADEMY
BOURNEMOUTH**
AN ASPIRATIONS ACADEMY

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Livingstone Academy and Aspirations are committed to children's safety and safeguarding; DBS disclosure requirements will apply to this post. Aspirations Academies Trust and Livingstone Academy are committed to safeguarding and promoting the welfare of children and young people and require all staff and volunteers to share and demonstrate this commitment. The post holder will be expected to follow the safeguarding policy and procedures of the academy and ensure that others are supported and challenged to do so.

The successful candidate will be required to demonstrate that they meet the essential elements of the person specification and will be subject to pre-employment checks including a health check, and Enhanced DBS check and satisfactory references. If you fit the qualifications above and are looking for a forward-thinking, innovative institution that embodies visionary leadership and embraces diversity, then LAB is the place for you!

Please do not hesitate to contact us. We would love to meet you and show you around our amazing Academy site. Please contact our office by email office@livingstone-aspirations.org, if you have any questions about this role.

I look forward to hearing from you and reading your application

Kind regards,

Mrs Jennifer Warr
Acting Principal



SEMH Mentor

Main responsibilities:

To use initiative, creativity and judgement in applying appropriate specialist SEMH intervention and ELSA provision when providing tailored individual and small group support for identified pupils. This role requires deep expertise in addressing social, emotional, and mental health difficulties to promote independence and positive engagement in learning. Understanding that the level and type of support will vary according to the individual pupil and using proven models and strategies of support that are tailored to produce the best outcomes for the individual. Typically, providing study skills and personal support that will assist pupils to develop organisational skills and manage their time and workload effectively. This support will help them to develop as independent learners and maintain the necessary focus on academic progress despite the distractions imposed by their needs. Specialist Practitioners should not act as advocates or clinical counsellors.

Working under the direction and leadership of the Assistant Principal of Inclusion, Head of Safeguarding and leadership team:

- To work with pupils on a one-to-one/ small group basis to identify their individual needs and strengths and to develop and provide a support programme that will facilitate the growth of independence
- To design, plan, and deliver structured individual and small group Emotional Literacy Support Assistant (ELSA) interventions, focusing on areas such as emotional regulation, social skills, friendship building, self-esteem, loss, and anger management.
- To actively encourage pupils to become familiar with academy procedures and the range of support mechanisms that are available to them and to provide them with support to access these
- To help pupils to develop effective self-regulation skills and where necessary, to provide a level of emotional support to help pupils to engage with learning and the social aspects of academy life. This may include helping pupils reflect on their own behaviour and how they could improve this to improve their social and communication skills
- To proactively teach and support pupils in applying evidence-based stress management approaches and well-being techniques to cope with anxiety, academic pressures, and transitions (e.g., helping pupils make transitions and deal with new situations).
- To facilitate pupils' reflection on their social behaviour, supporting them to develop improved communication skills, conflict resolution strategies, and positive engagement with academy life.
- To assist in finding appropriate solutions for queries and problems. Liaison with teaching staff and other support staff where appropriate
- Liaise with the Assistant Principal Inclusion and other Inclusion Team members about specific pupil cases, their needs, their academic progress and any welfare issues that may need referral to another agency.
- To ensure effective documentation regarding SEMH concerns, MHFA responses, and welfare issues, working closely with teaching staff and the Inclusion team.



- To manage the referral process for pupils requiring external or specialist mental health support.
- To provide a positive and calm response to pupils in distress, maintaining a sensitive and empathetic approach to challenging situations without accepting low standards and poor behaviour
- To act as a Mental Health First Aider, utilising specific training to recognise the signs of mental ill-health or crisis, offer initial support, and ensure swift and appropriate referral pathways are followed for clinical or advanced intervention. This includes providing a positive and calm response to pupils in distress
- To help pupils to develop effective organisation and time management skills and strategies in order to manage their daily life, their academy workload and deadlines. As part of this, to help with prioritisation and realistic goal setting, including the production of targets, plans of work and timetables that can be regularly checked in the mentoring sessions.
- To identify and provide a range of appropriate support which may include assistance with improving literacy and numeracy, understanding assessment questions and what is required from different pieces of work, as well planning for writing, note taking and revision strategies. The objective being that, wherever possible, the pupil can develop their own study skills and confidence.
- Maintain comprehensive and accurate records of all SEMH and ELSA interventions, systematically tracking pupil progress, engagement, and outcomes to evaluate impact. Use data and reflective analysis to inform next steps, adapt intervention plans, and ensure continuous improvement in provision and pupil wellbeing.

Other Duties:

- To continue professional and personal development as agreed at appraisal
- To engage actively in the performance review process
- To address the appraisal targets set by the line manager each Autumn Term
- To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and pupils to follow this example
- To promote actively the Academy's corporate policies
- To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate
- To show a record of excellent attendance and punctuality
- To adhere to the Academy's Dress Code
- To continue personal development as agreed at appraisal
- To engage actively in the performance review process
- To address the appraisal targets set by the line manager each Autumn Term

General

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers



The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Conditions of Service

Governed by the National Agreement on Teachers Pay and Conditions, supplemented by local conditions as agreed by the AAT.

Special Conditions of Service

Due to the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview

As this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Police regarding any convictions against them and, as appropriate, the nature of such conviction/s.

Equal Opportunity

The post holder will be expected to carry out all duties in the context of and in compliance with the academy's Equal Opportunities Policies

This job description will be reviewed at regular intervals and is subject to change as the needs of the academy evolve.

Policy and procedure

- Follow the safeguarding policy and procedures of the academy and ensure that others are supported and challenged to do so.

Reporting concerns

- Recognise how to identify signs of abuse and when to make a referral.
- Respond appropriately to disclosures or concerns relating to the well-being of a child.
- Refer allegations or cases of suspected abuse to the relevant investigating agencies, ensuring they have access to the most relevant up to date information.
- Liaise with the Inclusion Team to inform them of any issues and concerns.
- Ensure that relevant, detailed and accurate written records of referrals/concerns are kept and that these are stored securely.

Knowledge and skills



- Act as a source of support within the academy.
- Ensure that staff members are following up to date procedures in line with National and Local expectations.
- Act with integrity; maintaining confidentiality at all times.
- To take a role in supporting all aspects of need for vulnerable pupils in school, working alongside staff to break down potential barriers to learning for these individuals in the classroom.
- To communicate effectively with parents and outside agencies via email, telephone and by completing the appropriate referral paperwork, when required.
- To use CPD and own learning to support the emotional and mental health of pupils.
- To be able to use IT proficiently with regards accessing support, recording information securely and using virtual meeting APPS / programmes (ie Google Meet).

Professional Attributes

- To be able to manage own time and workload as appropriate to the needs to the pupils
- To have high levels of integrity with regards the holding and sharing of information
- To be a role model for the ethos of the school and to follow the staff code of conduct and all academy policies.
- To be robust in record keeping and confidentiality expectations.
- To be resilient and an effective communicator.