



Student Wellbeing and Regulation Mentor (TA2)

Job description

Blessed Edward Oldcorne Catholic College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. This position is therefore subject to past employment references, social media/online checks and an Enhanced Disclosure and Barring Service check.

Blessed Edward Oldcorne Catholic College is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage, or civil partnership.

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| Hours of Work: | 34.5 hours per week Monday to Thursday 8.30am - 4.00pm / Friday 8.30am - 3.30pm / term time only plus training days |
| Grade: | TA2 |
| Actual salary: | £20953 to £21286 |
| Start date: | September 2026 |
| Line Manager: | SENDCo |

Purpose of the Role

The Student Wellbeing and Regulation Mentor will oversee the daily operation of the school's Regulate Room: a supportive, calm, and structured environment designed to help students de-escalate, regulate their emotions, and return to learning as quickly and successfully as possible. This role is crucial in supporting student wellbeing, promoting positive behaviour, and ensuring that pupils with a variety of needs including Social, Emotional and Mental Health (SEMH) and Special Educational Needs and Disabilities (SEND) receive timely, effective intervention.

This role plays a vital part in ensuring students feel supported, understood, and safe. The Student Wellbeing and Regulation Mentor helps students build emotional literacy and resilience, contributing to their long-term success both inside and outside the classroom.

Key Responsibilities

1. Student Support & Emotional Regulation

- Provide immediate, supportive intervention for students who need time to regulate their emotions away from the classroom
- Use de-escalation strategies, active listening, and restorative approaches to help students understand and manage their emotions
- Guide students through personalised regulation strategies (breathing techniques, grounding exercises, sensory tools, reflection sheets, etc.)
- Work closely with pastoral staff, teachers, and the SEND team to ensure consistent support

2. Room Management & Environment

- Maintain a calm, safe, and structured Regulate Room environment that promotes emotional stability and positive behaviour
- Ensure the space contains appropriate resources (sensory tools, calming activities, behaviour-reflection materials)
- Track student attendance, patterns, and reasons for use, identifying any safeguarding or wellbeing concerns

3. SEND & SEMH Support

- Implement strategies tailored to a variety of SEND needs, including ASD, ADHD, SEMH conditions, and other learning differences
- Adapt communication and emotional support techniques to match individual student needs
- Work collaboratively with the SENCO to contribute to individual support plans, behaviour plans, and risk assessments

4. Communication & Collaboration

- Liaise with teaching staff to ensure students return smoothly to lessons once regulated
- Provide feedback to staff on frequent concerns, emotional triggers, or patterns affecting student engagement
- Communicate regularly with the pastoral team and contribute to multi-agency discussions when required

5. Record Keeping & Monitoring

- Keep accurate records of student visits, concerns, interventions, and outcomes
- Support the development of data-driven approaches to behaviour support
- Help evaluate the overall effectiveness of the Regulate Room and suggest improvements

6. Safeguarding & Professional Conduct

- Always uphold the school's safeguarding procedures
- Report concerns promptly following school policy
- Engage in professional development related to behaviour support, trauma-informed practice, mental health, and SEND

NOTES

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. 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.

The college reserves the right to alter the content of this job description, after consultation, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

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Signed

Date