



ST EDMUND'S COLLEGE
& PREP SCHOOL

A CAREER AT ST EDMUND'S COLLEGE

Mental Health Lead



Closing Date for Applications: Midday, Friday 6th June 2025

Interviews to take place: Week commencing 9th June 2025

Suitable candidates may be interviewed when applications are received and we reserve the right to withdraw the position if an early appointment is made.

St Edmund's College, Old Hall Green, Ware, Hertfordshire, SG11 1DS
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www.stedmundscollege.org

Education for the whole person: Intellectual, physical, emotional and spiritual





ST EDMUND'S COLLEGE & PREP SCHOOL

Dear Colleague,

Thank you for expressing an interest in a position at St Edmund's College.

I hope that this brochure will give you a sense of what we are looking for, as well as a flavour of this wonderful school.

Half an hour from London, yet nestled in 450 acres of breathtakingly beautiful Hertfordshire countryside, St Edmund's is a lovely place to live and work. Founded in 1568, as a seminary, then a boys' school, it is the oldest continuously operating and oldest post-Reformation Catholic school in the country, yet we are a modern, forward-thinking, imaginative and lively school. We are proud of our academic standing, but grades are not our sole focus. At St Edmund's the spiritual, academic, pastoral and co-curricular are of equal value. These four elements combine to create an education that is second to none.

The true measure of our success is found in the qualities of the young people we send out in the world: excellent but never arrogant; ambitious but never selfish; robust but never uncaring and faith-filled but never intolerant.

We are a close-knit community which looks after its staff. People enjoy working here, and your dedication and loyalty will be matched by a competitive salary and generous benefits, commensurate with your experience and the seniority of the post.

If you would like to discuss the post informally at any stage, please feel free to get in touch. In the meantime, we very much look forward to receiving your application.

With all best wishes,
Yours faithfully,



Matthew Mostyn,
Headmaster



Our Community



The College has an incredible sense of community among its staff which can be felt immediately. The fascination of our setting is lasting and the Good Schools Guide describes the College as: "A successful, flourishing, dependable school with real spiritual heart."

Our 400 acre site with its large leafy grounds, impressive playing fields and attractive school buildings offers modern facilities in a country setting, providing a safe and stimulating environment for young minds. With excellent transport links and only 30 minutes by train to central London stations, the College is 20 minutes' drive from junction 25 of the M25, immediately off the A10. Also within easy access is London Stansted airport, which is a 20-minute drive.

At St Edmund's we strive to:

- Provide a rounded education for the whole person – intellectual, physical, emotional and spiritual.
- Encourage students to demonstrate care and concern at home and in the wider community.
- Reflect the scholarship of St Edmund with a balanced and challenging curriculum for each individual.
- Show concern for all within the College community, demonstrate our collective commitment to be truly Christ-centred in all we do, and ensure that the students' experience of relationships within the College reflects the Gospel maxim, "Love thy neighbour as thy self".
- Build on our enriching Catholic heritage, making prayer, worship and liturgy a central part of our lives and our community.
- Create meaningful interaction between the College, home and the wider community and prepare our students to make their way in the world while making a difference to the world.

The ISI regulatory compliance inspection in November 2019 recorded that all eight parts of the standards were met.

Rooted in Christ and Catholic tradition and under the guidance of our patron, St Edmund, we aim to realise the God-given potential, in body, mind and spirit, of all members of our community through service and leadership.



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Our History



Founded in 1568, St Edmund's College is the oldest Catholic school in England, offering an all round co-education for students from 3 to 18. Our community values both academic excellence and the achievement of one's personal best, right through from our Prep school, to Sixth Form and beyond.

We are proud of our academic achievements at GCSE and A Level. Originally located in Douai, France as a seminary to train priests, the College also became a Catholic school for boys. During the French Revolution, it transferred to England and found its present home on the beautiful site of Old Hall Green in 1793.

In 1874 the junior boys were separated from the rest of the College into St Hugh's Preparatory School, which became St Edmund's Prep in 2010, and in 1974 girls from the adjacent Poles Convent were admitted to Rhetoric as the first stage towards co-education, which was accomplished by the closure of Poles in 1986.



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Five Year Strategic Plan



The Governors' and Headmaster's aim is to raise our standards even further, with continued investment in staff, buildings and resources, and they have developed a Five Year Strategic Plan, which is inspired by the College's Five Mission Aims:

- Christ Centred Education
- Scholarship of St Edmund
- Education of the Whole Person
- Home and the Wider Community
- Catholic Heritage



What advantages do our staff enjoy?



There are many advantages enjoyed by most independent schools and their staff: a disciplined environment, the opportunity for teachers to express their passion for their subjects, good resources, smaller class sizes and greater professional freedom for all members of our staff community. Relationships between students and staff, both teaching and non-teaching, are extremely strong.

We hold professional development to be of the utmost importance, and have a generous training budget for that purpose, as well as an established appraisal system.

The College offers the following benefits:

- Excellent catering facilities including school lunches during term time when the kitchens are open, cakes and biscuits during break times in the staff common room and hot drinks machines.
- Use of the College sports facilities when not in use by students, including the gym.
- For children of staff:
 - Discretionary discount on College Fees, subject to completion of the admissions process.
 - After school club and breakfast club charged at cost.
 - Parties for children of staff including at Easter and Christmas.
- Free parking.
- Cycle to Work Scheme.
- Access to free counselling and health advice helplines.
- Death in Service policy membership and salary exchange scheme.
- Discretionary closure of the College between Christmas and New Year (in addition to annual leave).
- 25 days' annual leave (FTE), plus public holidays.
- Flexibility regarding start and finish times, for example 8:30 to 16:30; 9:00 to 17:00.
- The opportunity to join in the delivery of co-curricular to our students, by negotiation.
- Lieu time is accrued when working beyond contractual hours. These hours can be taken off throughout the year, in addition to annual leave.
- Pension: Employee contribution 4% College contribution 8.5%.



A Career at St Edmund's College	
Mental Health Lead	
Job Description	
Reporting to:	Assistant Head Safeguarding & Wellbeing - DSL
Probationary Period:	6 months
Summary of the role:	Provide students with individual support, as well as leading on issues and implementing strategies pertaining to mental health education.
Main duties and responsibilities:	<ul style="list-style-type: none"> • Seeing selected students as triaged by the DSL and in consultation with the safeguarding team decide with on the most appropriate strategies to support the student – this could be short term or longer-term support. • General promotion of awareness of Mental Health Issues (MHI) and promotion of resources available to help staff and students with such issues. • Support and promote the Mental Health Awareness (MHA) of individual students and staff (not individual counselling). • Liaise with the Boarding Team with regards to the specific Mental Health Issues (MHI) of boarding students and ways in which the boarding community can address such issues and needs. • To liaise with and assist the Head of PSHE to educate students in Mental Health Awareness. • To source and arrange external speakers on Mental Health Issues with the Head of PSHE. • To help advise staff on dealing with student bereavement issues. • Talk to groups of students with regards to coping with examination and work deadline stresses. • Help inform and educate staff with regards to Mental Health Disorders. • Provide an avenue of Peer Support to the Pastoral Team. • To assist the DSL in raising staff wellbeing. • To create half termly staff and parent wellbeing newsletters. • To create staff and student wellbeing surveys, analyse trends and consider how to respond with the DSL. • To lead on our Wellbeing Ambassadors programme. • To attend half termly parent wellbeing coffee mornings.
Safeguarding Responsibilities:	<ul style="list-style-type: none"> • Whilst not in a teaching role, as Mental Health Lead you will be working on a regular basis in a school in a role which gives opportunity for contact with children. As such, you will be in regulated activity and an enhanced DBS check (which includes children's barred list information) will be required in advance of appointment.

	<ul style="list-style-type: none"> Safeguarding and promoting the welfare of children is everyone's responsibility. As with all College staff members, you will therefore be responsible for providing a safe environment in which children can learn.
Other	<ul style="list-style-type: none"> Undertake other duties of an appropriate level and nature as and when requested by the Headmaster, Bursar and any other member of the core SLT.
	<p>St Edmund's College and Prep Old Hall Green, Ware, Hertfordshire, SG11 1DS Telephone: 01920 824335 Email: hr@stedmundscollege.org</p>

The College is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Candidates will be required to undergo relevant Safeguarding Checks.

We will seek references on short-listed candidates that will include questions about past disciplinary actions or allegations in relation to behaviour with children and may approach previous employers for information to verify particular experience or qualifications before interview.

This role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.



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Person Specification

	Essential	Desirable	Method of assessment
	These are qualities without which the Applicant could not be appointed.	These are extra qualities which can be used to choose between applicants who meet all of the essential criteria.	
Qualifications	<ul style="list-style-type: none"> GCSE in English and Mathematics at grade C or above (or equivalent). Child protection and safeguarding training. If not current, then a willingness to undertake this training. Relevant professional qualification. 	<ul style="list-style-type: none"> Relevant degree or professional qualification in education, youth or social work or equivalent experience Relevant counselling qualification Qualifications in relevant area e.g. education, social work, youth and community work or parenting support Youth Mental Health First Aid training. Mental Health Lead training. Medical or nursing qualifications. 	Production of the Applicant's certificates Discussion at interview Independent verification of qualifications
Experience	<ul style="list-style-type: none"> Experience of working within schools or with children and families. Experience of working with a range of professional organisations, including in health and social care. Experience of working in children's mental health and with students experiencing social, 	<ul style="list-style-type: none"> Experience of working effectively with colleagues across a school setting. Proven ability to coordinate, plan and deliver evidence-based interventions and demonstrate their impact. Experience of delivering a whole-school approach for wellbeing in education. 	Contents of the application form Interview Professional references

	<p>emotional and behavioural issues (including loss/bereavement, separation, anxiety, self-harming, low mood).</p>	<ul style="list-style-type: none"> • Experience of developing both preventative and early help work with young people to support their emotional health. • Experience of providing general medical or nursing supervision for young people. 	
Skills	<ul style="list-style-type: none"> • Commitment to personal and continued professional development. • Good interpersonal skills and the ability to interact positively and develop good working relationships with students and staff. • Excellent team-working skills, as well as the ability to work creatively and independently. 	<ul style="list-style-type: none"> • Coaching and/or mentoring skills. 	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
Knowledge	<ul style="list-style-type: none"> • Understanding of the social, emotional and educational developmental issues secondary-aged children may encounter. • Up-to-date knowledge of best practice in field of young people's mental health. 	<ul style="list-style-type: none"> • Knowledge and experience of procedures relating to child protection, health and safety and confidentiality. • An up-to-date understanding of the specialist support services available to young people. • Knowledge of using therapeutic interventions to support pupils with SEMH needs (social, emotional, mental health). 	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>

Personal competencies qualities, attitude and behaviours	<ul style="list-style-type: none"> • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours • Ability to support the work of pastoral teams. • Excellent interpersonal skills and to be able to practise active listening and to be an effective communicator. • Flexible, organised and efficient. • Able to use initiative as well as work as part of an effective team. • Patient, reliable and conscientious. • Motivation to keep up to date with changes in policy and the DFE guidance for wellbeing in education. 	<ul style="list-style-type: none"> • Ability to be an advocate and role model for positive mental health and wellbeing. • Commitment to being an action for change in the way wellbeing and mental health support is embedded into the school community. • Motivation to sustain a whole-school approach for wellbeing. • Have a solution focussed approach when tackling challenge. 	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
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