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ST MARGARET'S

SCHOOL

Brief for the position of
Mental Health Lead



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About St Margaret's School

St Margaret's is a co-educational independent day and boarding school in Hertfordshire offering an outstanding education to pupils from 2 to 18. Set in over 60 acres of beautiful grounds, the School has a reputation for supporting pupil wellbeing whilst nurturing academic talent and progress. In a supportive environment, pupils feel happy and secure and want to learn and do well. Pupils are confident, courteous and considerate.

All benefit from superb teaching by committed subject specialists, underpinned by excellent pastoral care and the School prides itself on working for and with individuals.

St Margaret's was established in 1749 as a charitable foundation to help orphans, specifically the children of deceased clergymen of the Church of England. This was the beginning of the Clergy Orphan Corporation, and of the two schools: for girls, St Margaret's, Bushey and for boys, St Edmund's Canterbury.

The school was initially situated in Southwark, the first of the five locations before its arrival at Bushey in 1897. In 1925, Little St Margaret's was built to provide accommodation for boarders but has since evolved into the Junior School. In 1996, the School architect, John Biswell, transformed old classrooms and common rooms in the main building into a new Library and Resource Centre using design features favoured by Alfred Waterhouse back in 1895.

Also in 1996, St Margaret's became completely independent from the Clergy Orphan Corporation. In 1999 the School marked its 250th anniversary with a grand service of Thanksgiving in St Paul's Cathedral in the presence of HRH Princess Alexandra.

As the School moved into the 21st century, it was graced with the presence of more royalty as the John Owen Sports Centre was opened in 2005 by HRH Princess Anne. Today, St Margaret's is a modern co-educational all-through school, although its history has left an indelible mark on its character and ethos.



“ A small, warm and kind school where children reach their potential in a wonderful setting. Emphasis is on a family feel and making full use of its space, both inside and out. ”

GOOD SCHOOLS GUIDE



The Nursery

The Nursery at St Margaret's is for children from 2 years old, during their preschool years, before they start in Reception.

Children immerse themselves in play-based learning in a beautiful, light and spacious space, allowing them to create, play and explore the world around them. The children follow the EYFS curriculum, which focuses on areas including

communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding the world and expressive arts and design.

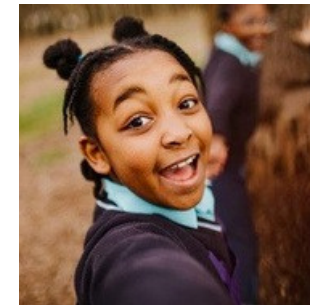


Junior School

The purpose-built Junior School is equipped with classrooms designed for pupils to excel in their learning. Pupils aged 4 years to 11 benefit from accessing specialist rooms across the School, such as The Garton Music Building, the Dance Studio and the Performing Arts Centre.

The Junior School has an engaging curriculum and high quality teaching, the children are happy and equipped for a changing world and they seamlessly move into the Senior School. In Y3 and Y4, the children focus on building strong core skills and technology is used as a key part

of the delivery of academic learning. Children in Y5 and Y6 continue to build on the broad and balanced curriculum with an emphasis on core skills, to enhance knowledge and understanding across the curriculum.





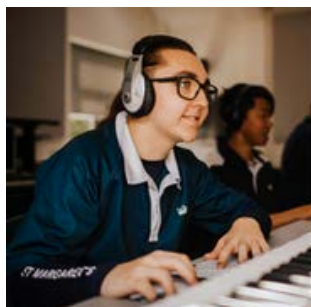
Senior School

The Senior School aims to provide an all-round education which is both challenging and flexible, offering small classes, a beautiful spacious campus and optional supervised study until 6pm each evening.

The curriculum is broad and balanced to allow the strengths of different individuals to be discovered and fostered. Regular educational visits and opportunities for residential trips extend knowledge and deepen friendships.

The Senior School has recently completed the build of a new music centre which, along with a well-equipped performing arts studio and performance space in the main hall, ensures that pupils can enjoy the arts throughout the curriculum.

From Y10 to Y11, pupils take their GCSEs and are encouraged to choose varied subjects to maintain the breadth which is a mark of their earlier education.





Sixth Form

From September 2020, St Margaret's Sixth Form went co-educational. With over twenty A-Level subjects to choose from, St Margaret's Sixth Form students have access to a broad range of inspiring and challenging courses.

At St Margaret's Sixth Form, students mature into adults with a set of values, practical skills and the confidence that will stand them in good stead for life. The post-18 pathways preparation programme enables students to learn more and prepare for the next steps into adult life, be that the world of higher education, apprenticeships or entry level jobs.

Typically, pupils gain access to the most competitive institutions, graduate schemes and entry level jobs in the world, having benefited from timetabled university preparation lessons, visits to universities, interview and entrance examination practice and bespoke career guidance.



Boarding

Pupils are welcomed into the boarding house, which is situated within the main school building, from Year 7 onwards. The offering ranges from full, weekly and occasional boarding and full boarders have the flexibility to go home for occasional weekends to fit in with family events.

Weekly boarders have their own bed in School which can be used for 3-5 nights a week by arrangement. Weekend stays and all excursions are available to weekly boarders for a supplementary charge.

Occasional boarding can take the form of one or two nights a week on a regular basis, just the odd night here or there, or a week or two during the year.



Co-curricular & Sport

At St Margaret's there are abundant opportunities to shine, inside and outside the classroom. Every day, pupils from EYFS classes through to Sixth Form take part in all kinds of co-curricular activities, to broaden their experiences and challenge themselves.

With a choice of twenty musical instruments to learn from alone, our pupils can truly say they have an enriching experience at St Margaret's. From academic enrichment clubs to volunteering; football and cricket to ballet; chess to speech and drama; Model United Nations to coding club, pupils are encouraged to push their limits and discover their passions.

Sports are a key part of life at St Margaret's: the dance studio, all-weather pitches, sports centre and large grounds ensure pupils can enjoy a wide range of sports and activities.



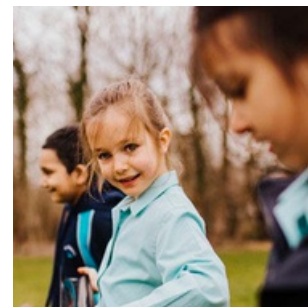


Scholarships & Bursaries

St Margaret's scholarships are awarded in recognition of outstanding achievement or promise in a particular subject.

The majority of scholarships are up to 10% of school fees and are available at 11+, 13+ and 16+. Specialist scholarships are also available in: Art, Dance, Drama, DT, Music, Sport and STEM (Science, Technology, Engineering and Mathematics).

St Margaret's is committed to broadening access to the School. Within the resources available, means-tested financial support for the payment of school fees can be provided to parents/guardians of pupils who have been offered a place following the normal admissions and selection process.



Governance

The Governors are Trustees of St Margaret's and are collectively responsible for the long term vision and development of the School and come from a wide range of professional fields.

As a board Governors meet eight to nine times a year following a circle form of governance. The board carry out their work and scrutiny of all aspects of school life through their regular meetings. The board is supported by a Finance, Pay and Compliance committee (FPC) which meets four times a year.

Our Governors come from diverse backgrounds including education, business, finance and property. Further information on St Margaret's can be found via the School's website: <https://www.stmargarets-school.org.uk/>





Reporting To: Director of Safeguarding

Work mainly directed by: Director of Safeguarding

Hours of Work: Full time (8.00- 5.00) Term time only + 2 weeks (This role will include evening and weekend work during term time)

Salary: Based on full-time equivalent of £55,000 - £65,000 per annum, plus Clinical Supervision and payment of HCPC or BACP or BPS Registration

Start Date: September 2026

Summary of the Role:

We are seeking a professional with substantial experience in mental health or safeguarding, given the close overlap between these areas of need, to provide strategic leadership in mental health and wellbeing across the school.

The successful candidate will have:

- Strong, demonstrable experience in mental health practice, ideally within education or child and adolescent settings.
- A solid understanding of trauma-informed approaches and their application within schools.
- Senior leadership experience, with the capability to design, implement, and quality-assure wellbeing support provision for pupils throughout the school.
- Experience supervising or leading teams within a mental health or safeguarding context.

While a background as a senior mental health practitioner is ideal, we are also open to professionals from related disciplines — such as social care — who have a strong and proven understanding of mental health and trauma-informed practice.



The Role

**Job purpose:**

Responsible to: Director of Safeguarding
– St Margaret’s School

As the Mental Health Lead, you will provide whole school leadership in mental health and well-being including education, training, therapeutic interventions, resource management and development of policies and procedures. You will be responsible for designing, implementing and then co-ordinating the Wellbeing support/Student Support provision for pupils throughout the school and promoting the service internally and externally.

Job description:**Key responsibilities:****Leadership and Management:**

- Lead the design and implementation of the student support provision. This will include drawing together all aspects of school life, considering systems, procedures and structures which allow information sharing and care planning, particularly with students with more complex presentation/requirements
- Work with and alongside all the pillars of school life that support academic achievement (SEN, EAL, nursing, mental health and well-being and pastoral)

- Lead the Wellbeing Team, including direct line management of Deputy Mental Health Lead, welfare officer, counsellors, and therapeutic provisions
- Where needed to include in line management additional staff such as play therapist and/or additional counsellors
- Lead the development and implementation of a comprehensive approach to mental and physical well-being that is tailored to the needs of the whole school
- Collaborate closely with senior leaders to promote mental and physical well-being across the whole school
- Develop and oversee the Wellbeing strategy for the whole school
- Develop robust policies and procedures related to student support, mental and physical well-being: connect different policies, curriculum, processes, and pastoral support to ensure they are aligned, with a focus on well-being across the school

- To audit and evaluate the processes and procedures as part of the implementation of the provision, to ensure best practice is maintained
- To ensure high quality mental health and well-being interventions are taking place across the school (both junior and senior) via line management and clinical supervision
- To provide the senior management team and governors with written reports and data analysis of assessments/interventions as necessary
- To attend, contribute and have an input in governors meeting (safeguarding and/or pastoral)
- To monitor the impact of the whole school approach to mental health and well-being
- To consider, champion and promote staff well-being by providing training or support where necessary
- To work with other Mental health trained staff working in education on the development and articulation of best mental health and well-being practice in schools

Direct Clinical Work:

- To assess pupils and their mental health needs, and to develop a well-being plan with pupils and staff as appropriate
- To provide one-to-one therapeutic work with students, covering a variety of emotional needs, especially with particularly complex students or to support referrals to outside agencies
- To provide intervention to parents to support a family centred approach to manage a pupil’s wellbeing
- To maintain accurate and up to date records of therapy sessions
- To liaise with parents/carers by phone, email, and in person, (where appropriate and whilst respecting appropriate confidentiality) to ensure students are well supported. For example, to discuss the well-being plan, to assist in the assessment, to support communication or provide advice and support

Job Description



- To liaise with school staff (where appropriate and whilst respecting appropriate confidentiality) regarding student's emotional well-being to ensure students can be well supported whilst at school
- To liaise with external agencies such as GPs, CAMHS and Psychiatrists (where appropriate and whilst respecting appropriate confidentiality) to ensure information is shared as necessary, to support further referrals and overall support for the student concerned
- To develop and implement effective early intervention/preventative programmes for students to assist them in supporting their own mental health, for example in relation to transition to secondary and exam stress and anxiety
- To provide or support (via training or supervision) therapeutic and/or psycho-education groups to small groups of students
- To collaborate with Safeguarding and Pastoral Leads in complex individual student case management and meetings with parents/guardians as appropriate
- To oversee data for the wellbeing service and use this to uphold the wellbeing team

Training and Supervision:

- To provide clinical supervision to therapeutic staff within school
- Develop staff awareness and knowledge of potential mental health and well-being difficulties students may experience; provide training internally and identify external training to ensure that all staff can recognise mental health concerns and understand how to respond
- To provide specialist advice, consultancy/consultation, supervision, and training to school staff when necessary
- Develop training to aid in the delivery of the school's mental health and well-being objectives and responsibilities to staff members, ensuring a consistent school wide approach

Effective engagement with parents and guardians:

- Build positive relationships and work jointly with parents and guardians, using a range of strategies to successfully engage them in mental health and well-being
- Support and/or signpost relevant evidence-based resources for parents and guardians so they can develop skills and strategies to support both their child and themselves

- Lead and contribute to parent workshops to enable increased understanding of mental health and well-being issues that their children may face and early signs of these, share potential support strategies and emphasise that looking after mental health and well-being is the responsibility of all members of the school community
- Develop strategies to engage parents and guardians in promoting a culture of well-being within and outside the school

Student support and consideration of the curriculum:

- Encourage students throughout the school to have a voice and express their views about the student support provision
- Assist staff in promoting well-being and developing resilience through the curriculum

General:

- To ensure the development and articulation of best practice in mental well-being within the school. This may be by exercising the skills of a reflexive and reflective scientist practitioner, taking part in regular professional supervision and appraisal, and maintaining an active engagement with current developments in the field of clinical psychology, psychological therapies, whole school approaches and education

- To manage the well-being budget
- To ensure the development, maintenance, and dissemination of the highest professional standards of practice, through active participation in internal and external CPD training and development programmes
- To comply with professional codes of practice, i.e., British Psychological Society, Health Professions Council, school policies and procedures
- To maintain up to date knowledge of legislation, national and local policies, and issues in relation to mental health in children and young people in education
- To raise all safeguarding concerns as quickly as possible via CPOMS and when necessary, with the Designated Safeguarding Lead (DSL) or Deputy DSL
- To carry out all duties in accordance with St. Margaret's School policies on Health and Safety, Child Protection and Data Protection, and within relevant legislation
- To carry out additional duties and tasks that may be required within the range of the responsibilities of the post

Job Description

Person Specification		ESSENTIAL	DESIRABLE
QUALIFICATIONS	Training in a mental Health field at graduate/post-graduate/ doctoral level or other related field social as social care/youth work	✓	
	Registration with the Health Care Professions Council (HCPS) as a Practitioner Psychologist or registered with British Association for counselling and psychotherapy (BACP) or other organisation relevant to professional discipline	✓	
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EXPERIENCE	Experience working as a qualified Clinical Psychologist/ psychotherapist for a minimum of 6 years	✓	
	OR		
	Experience as a qualified professional in a related field such as social work		
	Evidence of extensive experience in providing clinical/therapeutic intervention with children and young people and their families	✓	
	Experience of exercising full clinical responsibility for service users' psychological care and treatment, within the context of a multi-disciplinary care plan	✓	
	Experience of providing training, consultation, and supervision	✓	
	Experience of working with children and young people in an education setting		✓
	Experience of working with children and young people in a boarding setting or who live away from their home		✓
	Experience of representing the profession		✓
Experience of the application of psychology in different cultural contexts		✓	
Leadership – the ability to lead people through service change	✓		
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KNOWLEDGE	Training in supervision of others	✓	
	Use of CPOMS		✓
	Ability to understand and adhere to Child Protection and Safeguarding legislation.	✓	

The Person



Person Specification

ESSENTIAL DESIRABLE

**SKILLS &
ATTRIBUTES**

Skills in the use of complex methods of psychological assessment, intervention, and management	✓
An ability to communicate complex information effectively	✓
Ability to work in partnership	✓
Skills in service improvement and ability to promote the service both internally and externally	✓
Skills in providing consultation to other professionals	✓
Training in supervision of others	✓
Ability to work in a team and use own initiative	✓
Excellent organisational and administration skills with proficiency in Microsoft Office	✓
Excellent communicator who is emotionally literate	✓
Personable and approachable for students	✓
Able to manage sensitive personal information with discretion	✓
Able to hold risk and deal with acute pastoral cases with compassion and confidence	✓
Able to be reflective, flexible and open minded when dealing with difficult cases	✓
Commitment to succeed	✓
Evidence of Continuing Professional Development as recommended by the BPS	✓
Punctual, reliable, flexible and adaptable	✓

The Person



The closing date for applications is **Friday 1 May at 17:00.**

Interview Date: Monday 11 May

Suitable candidates may be interviewed before the closing date and St Margaret's School reserves the right to withdraw the position if an early appointment is made. In order to apply please submit an application form along with a covering letter which sets out your interest in the role and encapsulates the aspects of your experience relevant to the required criteria. Please include current salary details and the names and addresses of two referees. Referees will not be approached until the final stages and not without prior permission from candidates. Please note, we are unable to accept CVs.

The application form is available online at <https://www.stmargarets-school.org.uk/work-with-us>

For an initial discussion, please contact:
recruitment@stmargarets-school.org.uk

Personal Data

In line with GDPR, we ask that you do NOT send us any information that can identify children or any of your Sensitive Personal Data (racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, data concerning health or sex life and sexual orientation, genetic and/or biometric data) in your application documentation. Following this notice, any inclusion of your Sensitive Personal Data in your application documentation will be understood by us as your expressed consent to process this information going forward. Please also remember not to mention information or details of individuals (e.g. referees) who have not previously agreed to their inclusion.

St Margaret's School is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. St Margaret's School is an equal opportunities employer.

How to Apply





ST MARGARET'S
SCHOOL

stmargarets-school.org.uk