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| Job Description: | Inclusion Support Mentor |
| Responsible to: | Head of Family Services |
| Current Postholder:    Signed: | Date: |

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**Post Title:** Inclusion Support Mentor

**Post Grade: DFT** Grade 4

**Location:** The Pingle Academy

# The Strategic Vision

To ensure that all the children and young people in our care have the opportunity to fulfil their potential through achieving highly, regardless of their ability or background through the following strategic aims:

1. Deliver a high-quality education for all pupils
2. Recruit, develop and retain high-calibre members of staff
3. Establish and develop robust governance
4. Ensure financial probity and viability
5. Develop a highly-efficient trust infrastructure and central services
6. Establish effective systems to support the sustainable growth of the trust

# Role Purpose

Under the direction of senior staff, contribute to developing inclusion approaches in the Academy by addressing the needs of students who need help in overcoming barriers to learning and developing their potential both inside and outside the classroom.

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| **Personnel Specification:**  **Equal Opportunities**: The post-holder is expected to have a knowledge and awareness of the Academy’s Equal Opportunity Policy and to implement its provisions in the execution of the post’s duties.  **Experience, qualifications and skills**: See person specification |
| **Support for Individual Students:**   * To ensure that all students are engaged and learning in their lessons and that students adhere to the Academy Behaviour Policy. * To contribute to the development of inclusion at the Academy. * To improve the behaviour and well-being of individual students by developing approaches based on our existing good practice. * To ensure all Looked After Children’s needs are met e.g. PEP paperwork. * To support the integration of students who have joined the Academy under difficult circumstances. * Working directly with individuals or groups to raise self-esteem and confidence. * To mentor specific students whether 1:1 or with small groups as directed. * Liaising with external agencies, parents and teachers to explore and exhaust possible inclusion strategies. * Attend to students’ personal needs and provide advice to assist in their social, health and hygiene development. * Assist with the development and implementation of Educational Health Care Plans. * Use specialist knowledge/experience to provide an appropriate support to students in relation to their individual needs (e.g. daily exercise programme). * Provide feedback to students and teachers in relation to progress, achievement, behaviour, attendance etc. * Support students’ access to learning using appropriate strategies, resources etc. * Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested. * Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child’s attendance, access to learning and supporting home to Academy and community links. * Co-ordinate and organise students attending extra curricular activities or other out of school activities under guidance of teacher. * To be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for students. |
| **Support Organisational Management:**   * To administer the daily reports to students and oversee the checking and monitoring of the reports. * To share appropriate data and information with the relevant staff.   **Support to Students, Parents and the Community**   * Supporting parents and students in crisis, liaising with identified personnel. * To support staff by maintaining a high profile around the Academy at break times and lunchtimes. |
| **Support to Academy:**  (This list is not exhaustive and should reflect the ethos of the Academy)   * Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with. * Be aware of and comply and assist with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. * Be aware of, support and ensure equal opportunities for all. * Contribute to the overall ethos/work/aims of the Academy. * Establish constructive relationships and communicate with other agencies. * Appreciate and support the role of other professionals. * Attend and participate in regular meetings. * Participate in training and other learning activities and performance development as required. * Recognise own strengths and areas of expertise and use these to advise and support others. * Assist with student needs as appropriate during the Academy day. |
| **In addition:**   * To make suggestions to improve the ongoing effectiveness of non-teaching support. * To comply with the requirements of Health and Safety, or relevant legislation and Academy documentation. * To undertake any other reasonable duties within the overall function, commensurate with the grading level and responsibility, of the job. * To understand and comply with the Academy's Equal Opportunities Policy. * All support staff will work on INSET Days. * Holiday leave will be in line with the policy for all support staff. Annual Leave cannot be taken during term time. * All staff are expected to work in a flexible and versatile manner as directed by their line manager. * Support the Academy’s Learning Agenda. * To take part in a Performance Review system. * To work within the requirements of the Safeguarding Children’s Policy. * To have a responsibility for promoting and safeguarding the welfare of students. * **Commitment to Safeguarding Children**    + Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with by:   + Having an awareness of school safeguarding policy and procedures regarding child protection   + Become aware of the signs and symptoms of abuse by attending relevant safeguarding training   + Understand and support the Academy by attending training relevant to current national safeguarding issues such as The Prevent duty, Child Sexual Exploitation, Female Genital Mutilation.   + Report all causes for concern to the Safeguarding team using detailed and accurate information.   + Ensure the safety of all students in the school learning environment both indoor and outdoor   + Being fully aware of and understanding the duties and responsibilities arising from the Children’s Act 2004 and Working Together in relation to child protection and safeguarding children and young people. |
| **Notes:**  The above responsibilities are subject to the general provisions of the appropriate conditions of service document and any authority interpretation as discussed with support staff associations.  The detail of the duties will be determined following consultation with the post-holder.  The Academy operates a no smoking policy on site. |

# People Management

* To comply and engage with people management policies and processes;
* To contribute to the overall ethos/work/aims of the Trust;
* To establish constructive relationships and communicate with other agencies/professionals;
* To attend and participate in regular meetings;
* To participate in training and other learning activities and performance development as required;
* To recognise own strengths, areas of expertise and use these to advise and support others.

# Equalities

* To ensure that all work is completed with a commitment to equality and anti discriminatory practice, as a minimum to standards required by legislation.

# Health and Safety

* To ensure a work environment that protects peoples’ health and safety and that promotes welfare and which is in accordance with the Trust’s Health and Safety policy.

The contents of this job description will be reviewed with the postholder on an annual basis in line with the Trust’s appraisal and pay policy.

**CHILDREN AND LIFELONG LEARNING – HR SERVICES**

**Person Specification ~ Inclusion Support Mentor**

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| **Essential Criteria** | **Measured by** |
| **Experience**   * Experience of working in an education setting committed to the inclusion agenda. * Experience of working with students demonstrating challenging behaviours. | AF/I |
| **Qualifications/Training**   * Very good numeracy/literacy skills equivalent to GCSE C and above. * Relevant experience in working with children and those that care for them. * Experience of working with outside agencies. | AF |
| **Knowledge/Skills**   * Good ICT and record keeping skills. * Good organising, planning and prioritising skills. * Ability to remain calm in situations of high tension. * Ability to manage own workload and work on own initiative. * Ability to work constructively as part of a team. * Ability to relate well to children and to adults. * Ability to communicate effectively both orally and in writing. * Methodical with a good attention to detail. | AF/I |
| **Behavioural Attributes**   * Builds personal relationships with stakeholders, through regular contact and consultation. * Coaches and empowers team members to take responsibility for ensuring customer care. * Understands the Academy’s development plan and how it relates to team and individual objectives. * Accepts, supports and quickly implements change. * Identifies and promotes best practice and encourage the sharing of ideas. * Proactively seek opportunities to increase job knowledge and understanding. * Values the diversity of individuals, adaptable approach to meet individual needs and effectively utilise the diversity of team members. * Works with others to resolve differences of opinion and resolve conflict in a professional manner. * Requires minimum supervision, however would accept support and direction from Senior Staff Members. * Takes responsibility for own and team actions. * Identifies and overcomes barriers and manage risks. * Takes quick and effective action. * Demonstrates focused implementation of role and responsibilities. * Builds strong team ethos where everyone feels valued. * Provides timely, sensitive and honest feedback on performance. * Is accountable for own development and encourages the ownership of development needs amongst team members. |  |

AF – Application form A – Assessment I – Interview T – Test

*Note 1:*

*In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:*

* *Motivation to work with children and young people.*
* *Ability to form and maintain appropriate relationships and personal boundaries with children and young people.*
* *Emotional resilience to working with challenging behaviours and Attitudes to use of authority and maintaining discipline.*

*Note 2:*

*In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:*

* *Motivation to work with children and young people.*
* *Ability to form and maintain appropriate relationships and personal boundaries with children and young people.*
* *Emotional resilience in working with challenging behaviours and*  *Attitudes to use of authority and maintaining discipline.*