



Job Description – Inclusion Support Mentor

This job description does not form part of any employee's terms and conditions of employment and is not intended to have any contractual effect. As with all posts, the Executive Principal or Principal will reserve the right to vary the precise responsibilities should the need change and opportunities arise.

Pre-Employment Checks

- Completion of a satisfactory Disclosure and Barring Service (DBS) check;
- A qualification check;
- At least two satisfactory references. One must be from your current, or most recent employer (for school based candidates, one must be from the head teacher);
- Online searches for shortlisted candidates (as advised by Keeping Children Safe in Education 2023);
- A medical questionnaire.

Please note, that this post is exempt from the Rehabilitation of Offenders Act 1974. You must give details on your application form of all offences, convictions, cautions or bind overs you have or any court cases that you have pending.

Duties and responsibilities

- To support the SLT lead in the smooth operation of the provision; To support with morning tutor activities;
- Mentor of students;
- Supporting students with their learning on a day-to-day basis;
- Support students to re-integrate them back in to school;
- Monitor the behaviour of students and address any concerns;
- To follow up on issues regarding attendance and punctuality;
- To take make and receive phone calls from parents regarding various issues;
- Be prepared to gain first aid certification and be ready to use it if needed;
- To support leaders with promoting a positive environment and ethos for students;
- To be a positive role model to all students within the school;
- Keeping student records up-to-date and prepare written reports and evaluations;
- Occasionally, complete home visits with other colleagues;
- Manage your own professional development through undertaking relevant training;
- Liaise with all stakeholders, as appropriate.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. This is not a comprehensive list of all tasks that the pastoral support assistant will carry out. The post holder may be required to do other duties appropriate to the level of the role.

Inclusion Support Mentor- Person specification

Criteria	Qualities
Qualifications and training	<ul style="list-style-type: none"> • GCSE (or equivalent) in English and maths at Grade C/4 or above • Educated to degree level (Desirable).
Experience	<ul style="list-style-type: none"> • Previous pastoral/mentoring experience, preferably in an educational setting (Desirable); • Building relationships with stakeholders in challenging circumstances; • Experience of handling large amounts of sensitive data and upholding the principles of confidentiality; • Demonstrable evidence of developing and implementing strategies in a previous setting.
Skills and knowledge	<ul style="list-style-type: none"> • Ability to work with a range of people with the aim of ensuring first class support; • Working and communicating effectively with relevant agencies; • Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns; • Effective ICT skills; • Effective communication and interpersonal skills; • Ability to build effective working relationships with staff and other stakeholders.
Personal qualities	<ul style="list-style-type: none"> • Commitment to ensuring the safety and welfare of children; • Uphold and promote the ethos and values of the school ; • Act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school; • Ability to work under pressure and prioritise effectively; • Maintain confidentiality at all times; • Commitment to equality.

This job description may be amended at any time in consultation with the post holder.

Person specification for working at Brampton Manor Trust

Brampton Manor Trust seeks to appoint staff who will have the following proven qualities, or the potential to develop them. At interview, candidates will have the opportunity to demonstrate or give an account of these attributes.

- The energy, dynamism and stamina to contribute fully to the life of a busy aspirational inner city school;
- Capacity for industry and initiative in both independent work and as part of a team of colleagues;
- Profound and continuing interest in supporting the needs of all students;
- Empathy with students of all ages and ability;
- Awareness and understanding of matters relating to the personal, social, health and emotional development of students;
- General knowledge of child protection issues and good practice;
- Capacity to deal sensitively with problems raised by students, in line with pastoral policies and sanctions system, working in partnership with the designated pastoral leaders and SLT;
- Ability to create an effective rapport and a sound relationship with students, earning their respect and trust, but maintaining proper professional boundaries;
- Willingness and ability to liaise effectively and professionally between students, staff and parents when required, making accurate records of these exchanges;
- Patience and thoughtfulness to see any issues that may arise with students, parents or colleagues from a variety of perspectives;
- The ability to de-escalate difficult situations using different strategies, in line with school policies;
- Retain a sense of perspective and sense of humour.