

JOB DESCRIPTION

POST: Inclusion Learning Mentor for pastoral support & active skills
GRADE: Grade 6 pts 15 – 20
LOCATION: Belmont School

JOB PURPOSE

The Inclusion Learning Mentor will:

- in liaison with the Interventions Lead develop and deliver a range of interventions specialising in active learning and pastoral support
- support children in returning to class where they are ready to learn
- support children with understanding their emotions, behaviours and promoting strategies to support them in reducing their frustrations
- run and deliver active skills interventions such as Fizzy, physio and programmes overseen by O.T.
- to support individuals or groups of pupils who need additional support with Social Emotional and Mental Health needs when directed
- to run music-based interventions to support the emotional wellbeing of highlighted pupils*
- provide additional flexible support to Teachers, Key Stage Leaders and SLT and support staff
- provide individual or group mentoring to improve behaviour, attendance and relationships
- promote pupils' independence, self-esteem, social inclusion and ability to recognise safeguarding risks and how to stay safe

MAIN DUTIES AND RESPONSIBILITIES

Support for Children

- to participate in the assessment of pupils who need extra help to overcome the barriers to learning (social, emotional and mental health)
- to draw up an action plan with the Interventions Lead and Key Stage Leaders for individual pupils who need additional support to access the curriculum
- to run active skills interventions to reduce the barriers to learning within the classroom liaising with teams on needs and next steps for interventions
- to offer pastoral and emotional support to pupils to support them in being able to access their learning
- to work in a variety of ways to support, motivate and challenge pupils and raise levels of positive behaviour including through support in class, 1:1 support, group activities and lunch and break duties
- to maintain regular contact with families/carers of pupils in need of extra support, to keep them informed of the child's needs and progress, and to secure positive family support and involvement
- to provide support to pupils who are transitioning to Belmont or having a difficult time with emotional regulation, friendships or school expectations

Support for Teachers

- to work closely with the KSL and Class Teachers to identify and implement individual mentoring plans for identified pupils
- to offer pastoral support for classes based on specific children
- to work with the KSL and Interventions Lead to analyse behaviour data to identify students, targets and goals

- to keep detailed monitoring and progress records
- to report on the implementation of all action plans/students daily reports to the KSL and Intervention Lead
- to share knowledge and provide guidance to other staff in relation to a range of activities and programmes of support which will meet the needs of pupils

Support for the School

- to work closely with and under the supervision of the Intervention Lead to support individuals and groups of children as directed and support with administrative duties such as the preparation of paperwork for meetings and reviews
- to provide cover in the event of short term absences
- to attend relevant courses and staff training
- to support the DSL and DDSL with aspects of safeguarding including information on the students or families that the post holder is working with
- to carry out other duties commensurate with the grade and nature of the post
- to assist in the planning and delivery of lunchtime activities for students (sports, board games club, music etc)

Whole-school organisation, strategy and development

- to contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- to make a positive contribution to the wider life and ethos of the school

Health and safety

- to promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- to look after children who are upset or have had accidents

Professional development

- to help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- to take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- to take part in the sharing of good practice during INSET activities or continued professional development events

Personal and professional conduct

- to uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- to have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- to demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- to respect individual differences and cultural diversity

The Inclusion Learning Mentor will be required to safeguard and promote the welfare of children and young people, and follow SAND/School policies and the staff code of conduct.

GENERAL

- to maintain confidentiality and discretion regarding sensitive information
- to comply with all necessary policies and procedures relating to child protection, equality and diversity, health, safety and security and reporting all concerns to the appropriate person

- to represent the school and SAND Academies Trust at all times in a professional, positive and helpful way
- to be conversant with relevant IT and software, and keep up to date with developments in IT
- to participate in the school's appraisal programme
- to undertake training where this is appropriate
- to contribute pro-actively to meetings and discussions as required, and to participate in the whole school team
- to be compliant with GDPR
- to ensure that all health and safety instructions are followed and that all reasonable care is taken not to do anything that might endanger yourself or others
- to report any health and safety issues to the Site Manager

SUPERVISORY RESPONSIBILITY

None

SUPERVISION RECEIVED

Interventions Lead

PRINCIPAL CONTACTS

Students, Key Belmont Staff Team, Interventions Lead, Parents & other professionals

SPECIAL CONDITIONS

- this post may involve working some flexible hours on a planned basis
- this post is term time only including INSET days
- the post-holder will be expected to take holidays when the school is not in session
- occasionally the post-holder may be asked to cover at other schools within the MAT, in which case they will be reimbursed for mileage according to MAT guidance

EQUAL OPPORTUNITIES

The postholder is required to assist in the implementation of SAND Academies Trust equal opportunity objectives and the school's Equal Opportunities Policy.

This job description is not necessarily a comprehensive definition of the role, and the post holder may be required to undertake such other tasks appropriate to the level of the appointment as may be required. The job description may be reviewed annually or earlier if necessary, and it may be subject to modification or amended after consultation with the post holder.

Signed:.....(employee)

Print name:.....(employee)

Signed:.....(HR Manager)

Date:.....

PERSONAL SPECIFICATION

Inclusion Learning Mentor for pastoral support & active skills (Belmont)

| Criteria | Essential | Desirable |
|-----------------------------|--|---|
| Qualifications & experience | <ul style="list-style-type: none"> minimum Level 2 GCSE qualification (or equivalent) in Maths and English experience of working with children experience of supporting teaching a experience of supporting teaching and learning activities (under supervision) experience of working with send children in a pastoral role & in interventions some experience of working with pupils to support behaviour and emotional regulation. working with children / young people working in an educational environment experience of a range of interventions experience of running interventions for children with additional needs | <ul style="list-style-type: none"> commitment to own professional development relevant educational degree experience of working with SEMH pupils to support their needs awareness of EHCPs and areas of focus Medication training First aid training any other beneficial interventions for working with children in a SEND school |
| Knowledge & skills | <ul style="list-style-type: none"> knowledge & relevant training / experience of interventions for active skills and pastoral support. knowledge & relevant training/ experience of interventions to support fine and gross motor needs. the ability to communicate effectively both orally and in writing good personal organisation e.g. time management ability to supervise and organise pupils ability to work independently and as part of a team ability to show initiative in a range of situations ability to interact positively with pupils, parents and colleagues ability to plan appropriate learning activities | <ul style="list-style-type: none"> to have had recent training in Team Teach (or willingness to be trained) good I.C.T. skills knowledge of the National Curriculum and the Early Years Foundation Stage curriculum to have some training in Thrive, nurture, trauma informed, restorative practice and Ace Aware to have training in SEND Needs desirable some experience of music based interventions success within schools* |

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| Personal qualities | <ul style="list-style-type: none"> • energetic and good sense of humour • confidence, sensitivity and reliability • ability to communicate effectively with children and young people • good interpersonal skills • ability to work as a member of a team • ability to take direction • to support the change process, remaining positive during times of change | |
| Knowledge & values of the Trust | | <ul style="list-style-type: none"> • to demonstrate a commitment to the wider work of the Trust • ability to identify with the Trust's values & principles |
| Special conditions | <ul style="list-style-type: none"> • this post may involve working some flexible hours on a planned basis • this post is term time only including INSET days • the post-holder will be expected to take holidays when the school is not in session • occasionally the post-holder may be asked to cover at other schools within the MAT, in which case they will be reimbursed for mileage according to MAT guidance • the postholder must participate in the Trust's appraisal programme • the successful candidate will be subject to an enhanced Disclosure and Barring Service Check & other pre-employment checks • Right to work in the UK • evidence of a commitment to promoting the welfare and safeguarding of children and young people | |