



Post: Inclusion Mentor

Job Description

To develop and oversee the school's approach to pupil mental health and wellbeing, including support for staff, pupils and the wider community.

Purpose of the job:

- To work with the Inclusion Team to plan, lead and deliver Social, Emotional and Mental Health interventions for individuals or groups
- To provide specialist skills and knowledge in the area of social, emotional and wellbeing development across the school
- To support pupils in school and provide regular ongoing assistance to support wellbeing
- To provide support to identified individual / groups of children within lessons
- To maintain robust records for all of the above and share these with SLT and the Inclusion Team
- To encourage pupils to take responsibility for their own learning
- To share and care in the wellbeing of pupils
- To liaise closely with families and support them with any issues that act as barriers to accessing education for them or their children
- To liaise with administrative staff and external agencies to address low attendance, Persistent Absenteeism, or children whose punctuality is a concern
- To work closely with families, offering both support and challenge, in order to improve attendance rates, including a nurturing response to pupils who display traits of Emotionally Based School Avoidance
- To follow, maintain and promote the school's ethos and vision, particularly the Relational approach to behaviour and inclusive practice, including in regard to Attendance
- To ensure compliance with all school policies and procedures and government legislations
- To support pupil reintegration from the school's 'The Orchard', those returning from Alternative Provision or Part Time Timetables, to the classroom or other appropriate provision.



Duties and responsibilities:

- Use skills/training/experience to support pupils across the school with social and emotional needs (e.g., using Emotional Literacy Support Assistant interventions, or to show a willingness to undertake this if not ELSA-trained)
- Provide nurture sessions to support pupil wellbeing and reduce anxiety, building resilience and positivity
- Lead Nurture groups across the school to raise self-confidence of identified pupils
- Establish positive relationships with pupils supported
- Supervise and assist individual or small groups of pupils in activities to support social and emotional development
- Adapt provided planning to meet the needs of the young people in your group.
- Manage and deliver learning and pastoral support to pupils and be responsible for preparing children emotionally and physically to engage with teaching and learning.
- Support children in building secure attachments with peers and adults
- Provide a safe and nurturing environment for children to thrive and flourish
- Contribute to reports
- Respect confidentiality at all times
- Support children to interact and access the curriculum and classroom as appropriate
- Use systems to enable the school to keep confidential records concerning emotional and social needs of identified pupils
- Provide information to assist in the provision of appropriate support for specific children
- Liaise with external agencies to best support pupils
- Work with parents, so that they understand the benefits of Nurture groups
- Manage and provide accurate and detailed feedback, reports and data linked to pupil achievement, progress, behaviour and other matters
- Deliver, review, evaluate and record pupil progress, interventions and assessing pupil response
- Have clear overview of learning and support for pupils who are unable to work in class or who are on part-time timetables and to work with colleagues to reintegrate them back into class
- Report to the SEND Coordinator



Behaviour and Pastoral:

- Implement all school policies relating to behaviour and safeguarding
- Demonstrate and promote the positive values, attitude and behaviour you expect from the pupils you work with
- Assist with children at the beginning and end of the day
- Positively promote and be an advocate for vulnerable children in the school
- Understand that behaviour is a form of communication and to support individual or small groups with self-regulation
- Have a good understanding of the barriers faced by pupils with a range of needs, including Autism, ADHD, Attachment, those who have suffered bereavement etc, and an empathetic response and associated strategies to support these
- Understand and apply the school's relational approach to behaviour

Personal qualities:

- Creative, warm, engaging and transparent
- Well organised, calm, positive, confident and assuring
- Able to quickly engage and build appropriate relationships with children
- Able to encourage, inspire and motivate children
- Dependable and reliable, with an excellent record of attendance
- Ensure the highest standard of confidentiality and professional conduct at all times

Other duties:

- Attend and participate in staff meetings and training days as required
- Attend meetings with line managers as required
- Demonstrate active listening skills and strong verbal communication skills, building positive relationships with pupils and understanding their needs
- Work cooperatively with other members of staff
- Contribute to school policies and procedures
- Ensure good communication with children, staff and parents



- Take responsibility for own professional development by seeking opportunities and attending relevant training
- Contribute to the wider life of the school where appropriate
- Be committed to the school's aims and values
- Encourage the development of social skills and supporting students' individual needs
- Participating in team meetings and training programmes as an active member of the team
- To undertake any other tasks as reasonably directed by the Headteacher

Person Specification

	Essential	Desirable	Method of assessment
Qualifications	GCSE grade C or above, or equivalent, in maths and English Working knowledge of policies and procedures relating to child protection	Relevant Safeguarding Training Education, Social Work qualification Qualification in children's mental health First Aid, or Paediatric First Aid certification	Certificate
Experience	Experience of working with children or young people and their families Experience of managing a caseload and maintaining accurate records Experience of working with children and young people who have SEND Experience of working with children and young people in both groups and 1:1 situations Experience of liaising with external professionals and agencies Experience in preparing and delivering learning activities to children and young people	Experience of working in a school environment Experience of dealing with safeguarding cases Ability to contribute to policy development Knowledge and experience of working with a wide range of support agencies and services Previous experience working in an SEMH setting or directly with children who have SEMH as their primary need Previous experience of working in a restorative manner Experience of delivering specific interventions to children and young people Experience of supporting young people with transitions	Application and interview

		Mentoring children and young people	
		Experience of preparing Risk Assessments	
knowledge and Skills	Ability to facilitate children and young people's learning and development through mentoring, promoting and maximising educational achievement Good listening skills and the ability to communicate effectively both orally and in writing, especially with children Excellent organisation and time management skills Problem solving skills Ability to record information concisely and present reports Able to work independently and also deal with a number of problems at the same time, being able to prioritise Good ICT skills An ability to work constructively as part of a team Ability to work flexibly		Application and interview

	Sound working knowledge of safeguarding Understand how external agencies work, what they do and when it would be beneficial to use them Ability to work restoratively Ability to work collaboratively and constructively in a team Ability to develop strong working relationships with key stakeholders Ability to work flexibly, throughout the whole school, meeting the needs of pupils in a range of contexts Willingness and ability to undertake physical intervention of pupils, following appropriate training Willingness to undertake First Aid training and to attend to the medical, first aid and personal needs of pupils Willingness to engage with academic research and communicate findings at a professional level		Application and interview
Personal competencies and qualities	Enthusiasm and commitment to working with children and their families Ability to respect confidentiality An open, honest and transparent approach Ability to establish and maintain positive relationships with pupils, colleagues and parents Be able to inspire and motivate	Be a strong, reliable dependable person, consistent in approach	Interview



	Be creative, friendly and approachable Good communication skills Ability to remain positive and enthusiastic, including when under pressure Committed to raising standards		
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