

Job Description



Job title:	Inclusion Learning Mentor
Salary:	NJC Grade 6, scale points 15-20
Hours:	32.5 hours per week, term time only, plus 1 week INSET
Contract type:	Fixed term 1 year, Permanent may be available
Reporting to:	Interventions Lead
Supervisory Responsibility:	None
Principal Contacts:	Students, Key Belmont Staff Team, Interventions Lead, Parents & other professionals

Main purpose:

The Inclusion Learning Mentor will:

- In liaison with the Interventions Lead and pastoral team develop a holistic approach to meeting the social, emotional and mental health needs of students enabling children to make excellent progress by working with teachers, improving relationships with others and allowing full access to the curriculum.
- To support individuals or groups of pupils who need additional support with Social Emotional and Mental Health needs
- To provide additional flexible support to Teachers, Key Stage Leaders and SLT and support staff.
- To provide individual or group interventions or 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 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 plans with the Interventions Lead and Key Stage Leaders for individual pupils who need additional support to access the curriculum.
- 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 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

- 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
- Make a positive contribution to the wider life and ethos of the school

Health and safety

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

Professional development

- 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
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures
- Take part in the sharing of good practice during INSET activities or continued professional development events

Personal and professional conduct

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

Other areas of responsibility

- To undertake duties as required

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

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Inclusion Learning Mentor will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Special Conditions

Holidays to be taken when school is not in session.

Notes:

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

Last review date: March 2021

Next review date: March 2022