**SPRING LANE SCHOOL**

**JOB DESCRIPTION**

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| **Job Title/Post:**  | **Engagement and Welfare Mentor** |
| **Salary:**  | **Grade 9****32.5 hours****Term Time (plus 5 days)****Fixed Term (until 31st March 2024)** |
| **Immediately responsible to:**  | **Director of Behaviour and Attitudes** |
| **Immediately responsible for:** | **Effectively manage a caseload and offer support to individual pupils, to provide necessary supervision, engagement activities, social learning and tutoring as needed.** |

**Job Purpose:**

* To remove barriers to learning by working as part of a team and developing good relationships with young people, parents and partner agencies.
* To provide additional support to raise pupil engagement/achievement and understand the needs of pupils who are disaffected.
* To liaise between home and school and to work with parents and help targeted pupils whose engagement may be at risk due to a variety of circumstances.
* Uphold the strong safeguarding nature and effectiveness of the school.
* To establish and supervise out of hours learning provision when needed.
* To work under agreed line management to deliver a specialist engagement mentor/tutor service bridging learning and pastoral support for pupils and those engaged with them, in order to remove barriers to engagement and learning and raise standards.
* To effectively manage a caseload and offer support to individual pupils, and provide necessary supervision, engagement activities, social learning and tutoring as needed. This may involve supporting the pupil in the community or even in their own home.

**Demands of Support:**

* Make decisions using initiative where appropriate within established working practices.
* Use good common sense and initiative when dealing with the conduct and behaviour of individuals, groups of pupils and whole classes; the correct use and care of materials by individual andsmall groups of pupils and the safety, mobility (if required) and well being of the pupils.
* May be required to have some periods of sitting or standing
* Able to work to deadlines.
* Able to concentrate and have attention to detail.
* Able to manage conflicting priorities.
* Give consistent support to the young people whilst recognising and responding to their individual needs.
* Deal with any issues that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick or distressed child.

**Responsibilities:**

* Will identify existing and potential barriers to engagement/learning and jointly engage strategies to overcome these barriers.
* To support young people with engagement activities, in the community, at home and on various school/tuition sites
* Will have an impact on the well-being of individuals or groups of people through providing them with a service.
* Develop and implement individual plans that challenge inappropriate behaviour, build positive self-image, enhance educational achievement and reduce the likelihood of social exclusion and early criminal behaviour.
* Effectively manage and be responsible for a caseload of individual mentees, including those with complex and challenging needs, ensuring reviews of support are carried out periodically to inform progress.
* Will be responsible for individual pupils and groups of pupils both within and outside school.
* Will ensure the safety and welfare of pupils in and out of school.
* Will be required to supervise or manage any other employees.
* The postholder may have some responsibility for financial resources as they will be required to handle or process small amounts of cash, cheques etc.
* Will maintain the confidential nature of information relating to the school, its children and their families.
* Will take responsibility for physical resources by organising and managing an appropriate learning environment and resources.
* Will liaise closely with school staff and other relevant workers e.g. Education /Social Work service.
* Will identify those pupils who would benefit most from a Learning Mentor and, working with others, draw up and implement and action plan for each pupil who needs particular support.
* Will develop a range of mentoring relationships with pupils needing particular support and aimed at achieving the goals defined in the action plan.
* Will maintain regular contact with families/carers or pupils in need of support, to keep them informed of the pupils needs and progress, and to secure positive family support and involvement.
* Will work closely with the SENCO and the senior member of staff responsible for gifted and talented children and those with special needs.
* Will network with other Engagement/Learning Mentors and share best practise.
* Will support, uphold and contribute to the development of the school’s policies and procedures.

**Environmental Demands/Working Conditions:**

* Available to work during school hours during term time plus 5 PADs and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
* Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
* The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
* This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
* Report all concerns to an appropriate person.

**Other Duties and Responsibilities**

* Take case management responsibility for designated pupils, including the maintenance of pupil records.
* To consult with colleagues regarding the progress of individual cases.
* Contribute to the implementation and review of pupils’ individual plans as necessary.
* Support Inductions for new/ returning pupils and their parent/carers, and maintain regular communication
* Support, where appropriate, the statutory assessment process for pupils
* Review, monitor and evaluate current practice and provide feedback to the Senior Leadership Team.
* Work in partnership with schools, parents and other agencies regarding individual cases and strategic issues.
* To work as a team member in supporting the development of intervention strategies available throughout Spring Lane School
* To perform any duties which may reasonably be assigned to you by the Head Teacher
* To carry out any duties laid down from time to time in the Conditions of Service both locally and nationally agreed or in the various Education Acts which the Management Committee deem appropriate.

**Person Specification**

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|  | Essential | Desirable |  |
| Qualifications |  |  |  |
| Relevant training for working with young people aged between 11-16 | x |  |  |
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| Accreditation in a relevant subject or area |  | x |  |
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| Teaching Assistant qualification or equivalent or willingness to work towards this |  | x |  |
| Good academic record in Maths and English |  | x |  |
| Experience |  |  |  |
| Experience of working with young people aged 11-16 | x |  |  |
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| Experience of multi-agency working, collating and sharing information |  | X |  |
| Proven track record of successfully working with disaffected young | x |  |  |
|  |  |  |
| people |  |  |  |
| Experience of re-engaging and developing young people through interventions | x |  |  |
| Experience of working in a secondary school setting or pupil referral unit |  | x |  |
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| Skills / Abilities / Knowledge |  |  |  |
| An ability to communicate fluently and effectively with students, parents, colleagues and multi-agencies | x |  |  |
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| An ability to work autonomously and as part of a team. | x |  |  |
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| Good organisation, time management, communication and | x |  |  |
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| interpersonal skills. |  |  |  |
| Good research and planning skills | x |  |  |
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| Knowledge of the main aspects of the organisation of secondary |  | x |  |
|  |  |  |
| education |  |  |  |
| Knowledge of the principles involved in giving advice and guidance to | x |  |  |
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| young people including the place of confidentiality and sharing |  |  |  |
| information |  |  |  |
| The ability to safeguard and promote the welfare of young people | x |  |  |
| Knowledge of the rights and responsibilities of parents |  | x |  |
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| A clear understanding of the factors which lead to educational | x |  |  |
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| disaffection in young people |  |  |  |
| Knowledge and understanding of learning and strategies to remove barriers to learning in young people | x |  |  |
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| Understanding of behaviour management strategies and supporting interventions | x |  |  |
| Knowledge of the range of additional support/agencies available for |  | x |  |
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| students |  |  |  |
| Good ICT skills | x |  |  |
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| Knowledge of career and further/higher education opportunities open |  | x |  |
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| to young people |  |  |  |
| The ability to work flexibly and adapt to a variety of situations | x |  |  |
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| Attitudes |  |  |  |
| High expectations of all pupils, with respect for their social, cultural, linguistic, religious and ethnic backgrounds, and a commitment to raising their achievement and aspirations | x |  |  |
| A commitment to reflect and improve own practice | x |  |  |
| Willingness to participate in relevant training and development opportunities | x |  |  |
| A commitment to the post and promoting the ethos of the school | x |  |  |
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