



Inclusion and Wellbeing Mentor

Support Staff: Grade 8, Points 15 to 18

Trust Mission Statement

Our mission is to create high quality educational opportunities for all children and young people across the partnership by developing a strong collaborative and co-operative model through which we encourage autonomy, share best practice, enhance the professional aspirations of our staff and ensure the safety and well-being of all pupils and staff.



Job Purpose

The Inclusion and Wellbeing Mentor will provide mentoring and support to pupils with SEMH Needs and those who need support to access the curriculum.

The Inclusion and Wellbeing Mentor will work closely alongside the class teacher, Behaviour Lead and SENDCo to implement the provision required to support the pupils. The Inclusion and Wellbeing Mentor will work under agreed line management to deliver a specialist mentor service bridging learning and pastoral support for pupils and those engaged with them, in order to remove barriers to learning and raise standards.

Relationships

The Inclusion and Wellbeing Mentor is accountable to the SENDCo and will report directly to the Head Teacher, the post holder will also form the following relationships:

- **Wider SLT and school colleagues** – work collaboratively and co-operatively with immediate colleagues within the school ensuring that excellent leadership is adopted at all time, role modelling behaviours expected of all staff
- **Inclusion Team** – work together as a Pastoral Team to ensure that consistency and a team approach is in place to pastoral care within the school
- **Teaching Staff** – Supportive working relationships will need to be built with teaching staff to react to incidents/pupils support in lessons as required. Share key information with teachers as appropriate
- **Pupils** – Establish professional, caring and nurturing relationships with pupils to ensure that the best pastoral care is in place to support the quality of education that is provided to pupils at the school
- **Parents/Carers** – Work closely with parents and carers, establishing professional relationships to ensure that the care of pupils is number one priority and uphold the reputation of the school
- **External Stakeholders** – As required work with external agencies, childcare professionals to ensure that excellent working relationships are established to ensure that any intervention/support services that need to be in place for pupils are implemented

BEP Employee Responsibilities

- Truly support the mission statement, values and ethos of the Trust – demonstrate and role model this commitment in everything that you do to students and colleagues;
- Make safeguarding children a priority;
- Understand and comply with relevant policies and procedures, including (not exhaustive) those relating to:
 - Child protection
 - Health, safety and security
 - Code of Conduct
 - Whistleblowing
 - Confidentiality and data protection
- Be aware of and support difference and ensure equal opportunities for all;
- Commitment to develop own professional skills;
- Work co-operatively as part of an immediate and wider team to aid effective working practices and a good quality education to the children and students within our Trust
- Undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.



Specific Responsibilities

Specific Duties and Responsibilities

- To plan, organise and deliver clearly structured learning activities for individuals and groups to support SEMH needs that interest and motivate pupils and advance their development, monitoring responses and modifying your approach accordingly.
- Deliver high quality support and intervention that will promote pupil wellbeing, confidence and progress, encouraging and enabling pupils to develop self-reliance and improve levels of self-esteem.
- To work with children who have barriers to learning in order to support their acquisition of positive behaviour for learning strategies.
- To work with the class teacher and Behaviour Lead to write, implement and evaluate individual behaviour plans for pupils.
- To work with the SENDCo and Inclusion Team to plan, write, implement and evaluate support and intervention for identified children.
- To support pupils to improve their skills through focussed learning activities and more generally across the curriculum.
- To promote positive behaviour and relationships, using effective strategies in a timely manner in accordance with school policy.
- To care for the wellbeing of students and to provide daily pastoral support including during the lunchtime period.
- To oversee additional provision at lunchtime for children who have additional need.
- To communicate as appropriate with parents and carers about the care and education of their children, as directed by the school.
- To communicate and develop positive relationships with young people, whilst having an awareness of issues affecting and implicating upon their lives both in the school setting and outside.
- To support the physical, intellectual, emotional and social development of pupils, contributing to planning and facilitating children and young people's learning and development.
- To be able to encourage young people's participation in educational opportunities (both on and off site) and to be able to defuse potentially difficult situations.
- To contribute to assessing and developing plans to meet the personal support needs of children and young people with additional requirements, and assist in the implementation and evaluation of the plans.
- Prepared to undertake the Team Teach training.
- To respond to situations where pupils are demonstrating challenging behaviours positively.
- To support learning support assistants to manage individual children's behaviour.
- Be aware of and comply with all policies and procedures, including safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Take responsibility for liaising closely with senior staff about safeguarding and child protection, keep them informed and contribute to joint decision making.
- Attend relevant meetings linked to Inclusion and/or Safeguarding and Child Protection.



The Person

Evidence of continuing professional development and/or qualifications to support the role.

Excellent communication and interpersonal skills, able to work effectively in a team

Ability to follow policies and procedures within school with knowledge of statutory guidance as appropriate for safeguarding and pastoral care

The Post Holder

Have an awareness of Health & Safety procedures and implications

Ability to be able to communicate and develop positive relationships with young people and to deal with challenging behaviour.

Ability to work on own initiative but also ensuring that working as part of the wider school team is implemented

Signed Declaration:

I have read, understood and agree with the contents of the job description:

Name:

Signed:

Date: