



Inclusion Mentor (Engagement and Motivation)

ORCHARD SCHOOL BRISTOL
A member of Trust in Learning (Academies)

Application Pack – November 2022

Dear Applicant,

Thank you for your interest in the position of **Inclusion Mentor (Engagement and Motivation)** at Orchard School Bristol.

We are looking to appoint an engaging, motivating person as a key member of our Inclusion team. You will work with children to promote student participation, raise aspirations and support young people to achieve their full potential.

You will work alongside our Pastoral Managers, Heads of Year, Mental Health team and Senior Leaders to work with a diverse range of fantastic 11-16 year old students in our friendly secondary school. An ability to speak a community language in addition to fluent English is welcome.

Inclusion Mentors understand children and young people. They are calm, positive people who promote the highest expectations for children and are able to build supportive relationships. They must be able to follow set procedures, but also be prepared for variety and challenge, creatively resolving problems, and finding ways to overcome barriers to learning for young people.

One part of this role is active and motivational: working with children outside the learning environment who may need an encouraging talk or regulatory walk to get them back into learning positively in the classroom. Some of these children may have arrived late to school, aren't yet ready to learn, and may require practical support such as getting uniform right or needing their timetable to be printed. Others may be struggling with friendships or other teenage concerns; some with mental health concerns may need to be signposted to other trained adults in the school. You'll need to understand how to balance being inclusive and welcoming, solving problems rapidly, with the highest expectations of encouraging children back into learning as soon as possible.

The other part of the role is some time each day managing the small independent study room, ensuring children are focused on their learning, and restorative practices are carried out. You will take responsibility for the IT administration of the room. You will manage On Call Radio and must be confident to organise staff through the radio system. You will play a key role in managing after-school detentions, supporting children to reflect on their behaviour, learn strategies to improve and ultimately experience successful learning at school. You will need good administration and excellent communication skills. Full training is provided in the role.

If you are resilient, passionate about education, a great problem solver and want to make a difference, this role could be an ideal move for you.

Please read our Staff Prospectus to find out more about us, and visit our website on www.orchardschoolbristol.co.uk . If you have any questions relating to this role, please contact Emma Snell on e.snell@orchard.tila.school.

I warmly welcome your application.

Julia Hinchliffe, Headteacher

Job Description

Job Title: Inclusion Mentor

Responsible to: Assistant Headteacher: Inclusion

Purpose of the Job

To promote student inclusion, raise aspirations and support young people to achieve their full potential through motivating young people to engage and be ready to learn.

MAIN DUTIES AND RESPONSIBILITIES:

- To interact with and respond positively to children, young people and adults, developing positive relationships
- To motivate students to engage, raise aspirations and achieve their full potential
- To provide information and advice to enable students to make choices about their own learning/behaviour/attendance
- To challenge and motivate students, promoting and reinforcing self-esteem
- To identify and remove barriers to learning wherever possible
- To work inclusively with respect to equality, equity, diversity and belonging, to ensure that all students are able to be fully included in learning in school
- To contribute to day-to-day systems that support the smooth and safe running of the school including, but not limited to, On call, incident investigation, radio usage, detentions, student supervision, duties, independent study room
- To contribute to the strategic approach to inclusion work within the school, including high level de-escalation strategies, restorative practice, team meetings, training courses and training school staff
- To manage On Call, the school radio and the independent study room at agreed times during the school day
- To lead the independent study room at agreed times, following agreed protocols, fostering an ethos of focused, independent working and valuable reflection, enabling students to work effectively through the day, and be ready to learn
- To provide consistent and effective support, working constructively as a member of the school inclusion team
- To liaise with the pastoral and mental health team about student concerns identified, and to signpost and deliver specific interventions for young people
- To update relevant data on the information management system, monitoring data, creating and circulating reports, making use of data to identify support needs
- To lead the detention system at agreed times
- To actively support school improvement and the School Development Plan
- To support the progress, welfare, attendance, behaviour and safeguarding of students throughout their day
- To prepare paperwork and attend meetings (internal and external) as required

- To meet with parents and other stakeholders regularly in both planned and unplanned meetings, as required
 - To be aware of and consistently apply school procedures and policies, with particular reference to child protection and safeguarding policy and procedures
 - To carry out administrative tasks as directed by the line manager
 - To attend relevant training
 - To engage with the school's appraisal system
- A. So far as reasonably practicable, the postholder must ensure that safe working practices are adopted by employees and visitors in premises/work areas for which the postholder is responsible, to maintain a safe working environment for employees and service users. These are defined in the School's Health, Safety and Welfare policy, departmental policies and codes of practice.
- B. Work in compliance with the Codes of Conduct, Regulations and policies of the school, and its commitment to equal opportunities.
- C. Ensure that output and quality of work is of a high standard and complies with current legislation/standards. Employees will be expected to comply with any reasonable requests from a manager to undertake work of a similar level that is not specified in this job description

This job description sets out the key outcomes required. It does not specify in detail the activities required to achieve these outcomes

Personal Responsibilities

- To carry out the duties and responsibilities of the post, in accordance with the Trust's Health and Safety Policy and relevant Health and Safety guidance and legislation
- To promote the safeguarding of children
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner
- To participate in appraisal/performance management, and undertake training and professional development as appropriate

Data Protection

- To be aware of the Trust's responsibilities under the Data Protection Act 1984 for the security, accuracy and relevance of personal data held on school systems and ensure that all administrative and financial processes comply with this
- To maintain client records and archive systems, in accordance with the Trust's procedures, policy and statutory requirements

Confidentiality

- You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols

defining employee access to and use of the school's/Trust's databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation.

Equalities

- The Trust has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, undertake appropriate training and challenge racism and all forms of discrimination

Health and Safety

- Every employee is responsible for their own Health and Safety, as well as that of colleagues, students and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management personnel

Additional duties/ responsibilities

- To comply with any reasonable request to undertake work of a similar level that is not specified in this Job Description

Fluency Duty

- This role has been identified as falling within the definition of requiring fluency in spoken English. You will be required to speak English with confidence and be able to conduct a conversation and answer questions for extended periods of time.

This job description is current at the date shown but following consultation with you may be changed by management to reflect or anticipate changes in the role which are commensurate with the grade and post title. This is not an exhaustive list of duties; they may be varied from time to time without changing the general character of the job or the level of responsibility. A high degree of flexibility and adaptability is an important element of this role.

This is a description of the role as it is now. We periodically examine employees' job descriptions and update them to ensure that they reflect the job as it is then being performed, or to incorporate any changes being proposed. We aim to reach agreement on reasonable changes, but if agreement is not possible, we reserve the right to insist on changes to your job description after consultation with you.

Orchard School Bristol is an equal opportunities employer in line with the 2010 Equality Act. Orchard School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post is subject to DBS Barred list and Enhanced Disclosure checks.

Person Specification

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	<p>A pass (C/4 or above) in English and Maths GCSE or equivalent</p> <p>Level 3 NVQ in relevant field or equivalent.</p>	<p>Level 4 qualification</p> <p>Qualification as a trainer or a teacher</p>
Experience	<p>Experience in a role where motivating people and solving problems was essential</p> <p>Experience working with children or young people providing information, advice and/or guidance</p> <p>Experience of supervising and supporting others, where boundaries and protocols had to be maintained</p> <p>Good organisational skills, experience of multi-tasking, able to prioritise work, manage own time and meet deadlines</p> <p>Experience of data entry and manipulation</p>	<p>Previous experience working in a similar role in a school</p> <p>Previous experience of working with children facing challenging circumstances –social, personal, and behavioural</p> <p>Previous experience with School information management systems and Google Drive</p>
Personal Skills and abilities	<p>Pro-active, highly motivated, enthusiastic and able to instil that enthusiasm and motivation for learning in others</p> <p>Skills to problem solve and find practical short-term and long-term solutions</p> <p>Effective listening and interpersonal skills</p> <p>Excellent English communication skills verbally and in writing.</p> <p>IT literate, including a good working knowledge of MS Office</p> <p>An ability to convey authority and earn respect</p> <p>Resilient and non-judgmental</p> <p>Reliability and commitment to confidentiality</p>	<p>Experience of successful conflict resolution with children/ families</p> <p>Ability to speak a community language fluently is an advantage</p>

	Willingness to undergo training and be committed to own personal development and learning	
Other	<p>Satisfactory enhanced Disclosure and Barred list check (DBS).</p> <p>Relevant application checks will be carried out in line with Safer Recruitment before any job offer is confirmed.</p> <p>The ability to converse at ease with pupils, parents and other users of the service and provide advice in accurate spoken English.</p>	

Safeguarding Policy

The Trust is committed to Safeguarding and Promoting the Welfare of all of its pupils and students. Each pupil/student's welfare is of paramount importance.

The Trust's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust. The policy can be found on our web site: www.tilacademies.co.uk

The five main elements of our policy are to:

- ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- support pupils who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children can learn and develop.

Safer Recruitment:

Trust in Learning (Academies) is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service clearance. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance 2022.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, online checks, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

How to Apply

Application Form

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form.

Letter of Application

Your letter of application should be written to the Headteacher and address the person specification points carefully. You should write how and why you feel that you are equipped to fulfil this role noting your experience, skills, personal attributes and values.

Interview Process

After the closing date, short listing will match your skills/experience against the criteria in the Person Specification. You will be selected for interview on the content of your letter of application, so please read the Job Description and Person Specification carefully before you complete your letter.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.

Closing Date: Monday 12th December 2022, 9.00am

Interview: Tuesday 13th December November 2022

Applying: Completed Application Forms should be returned to: recruitment@tila.school