



No limits to Learning!

Job title	Salary
Inclusion Mentor	Full time salary: Scale 4 pt 7-11 (based on £28,383-£30,253 FTE per annum)
Hours	Contract type
Monday 8:00 -4:00 Tuesday 8:00 - 4:00 Wednesday 8:00 - 4:00 Thursday 8:00 - 4:00 Friday 8:00 – 3:30	Permanent Term Time Only
Reporting to	Line Manager
SENCo, SLT and Teachers	SENCo

JOB PURPOSE

The role of the Inclusion mentor is to assist students with their social and emotional needs within the school community.

This will include leading and providing a range of interventions including those addressing overcoming barriers and closing of gaps. The Inclusion mentor will support our most vulnerable pupils to help them access the curriculum and regulate as quickly as possible to return to their learning.

The inclusion mentor will plan, deliver, and assess the needs of the vulnerable children and work with specialist stakeholders to support the children's needs. They will liaise with parents, SLT, and staff to ensure that the needs of the children are being met.

The learning mentor will support children with Social, Emotional and Mental Health needs and liaise with teachers, parents and other professionals who work with the students.

MAIN DUTIES AND RESPONSIBILITIES OF LEARNING MENTOR

- To plan and provide effective and targeted support to overcome barriers and close gaps for a range of needs including closing of academic gaps and supporting meeting social, emotional and mental health needs.
- To support pupils who are finding it difficult to access learning and help them to regulate to return to their learning as quickly as possible.
- To support students to engage positively within the community.
- To work closely with families and the children to support children to access their learning and to ensure they are prepared for the next stage of their education.
- To manage the student's behaviour proactively in the community and school setting.
- To work flexibly with the SLT and other staff to identify pupils who would benefit most from additional support.
- To provide lunch time support for identified children.
- To respond to support requests for pupils who require support to regulate and help them to be 'ready for learning' as quickly as possible.
- To be part of the planning and development of the pastoral support for students at Dragonflies.
- To liaise closely with the Designated Safeguarding Lead and Deputies to meet the needs of the children and families who require further emotional and targeted well-being support.
- To be part of the team to develop pastoral programmes for children which will include mental health, nurture groups and monitoring the impact of these.
- To develop a mentoring relationship with pupils needing support, with the aim of achieving goals identified in pupil action plans.
- To work effectively with outside agencies to support any children in school and provide school representation at identified meetings as required.

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- To maintain regular contact with parents/carers of pupils identified, to keep them informed of the child's needs and progress and to promote positive family support and involvement.
- To equip pupils with self-help and coping strategies to help prepare them for learning and life.
- To assist the Senior Leadership Team in the development and implementation of appropriate behaviour management strategies.
- To be fully committed to safeguarding children and adults at all levels.
- To carry out and complete the administrative duties as are relevant to the role.

Additional Responsibilities

- To embed Wraysbury's values and ethos in all aspects of school life.
- To work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Set a good example to pupils and staff in terms of personal presentation, attendance and punctuality and modelling positivity and professionalism at all times.
- Create and promote positive strategies for challenging all forms of prejudice and harassment.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to 'Keeping Children Safe in Education.'
- To uphold the school's policy in respect of child protection and safeguarding matters.
- Ensure the welfare of children is safeguarded and promoted in line with current best practice and LA advice.
- Promote the concept of lifelong learning and family engagement with learning through partnership.
- To develop positive relationships with the community, other schools and agencies which support the school.
- To build, develop and maintain strong relationships with parents and carers.

General

- This is not an exhaustive list of duties and responsibilities, and the post holder may be required to undertake other duties which fall within the grade of the job, in discussion with the line manager.
- This job description will be reviewed regularly, in the light of changing service requirements and any such changes will be discussed with the post holder.
- The post holder is expected to comply with all relevant policies, procedures and guidelines, including those relating to Equal Opportunities, Health and Safety and the Confidentiality of Information.

Inclusion Mentor Person Specification

	Essential	Desirable
Qualification	Extensive experience of working with children and families working in a pastoral capacity. Further qualifications of at least Level 3 level	Some relevant pastoral care training Desire to work on a Level 5 qualification or possess Level 5 in a suitable area.
Experience	Previous experience in working with children. Experience in working with colleagues from other agencies. Working with children from a range of background. Have experience in working with children with challenging behaviour. Have experience in working with children who require social and emotional support. Have experience in working with children with needs to help regulate them and ready for learning.	Some relevant experience of providing SEMH interventions. Experience of working with families. Experience in meeting the needs of vulnerable children or disadvantaged children. Some experience of leading, planning and delivering interventions and targeted support.
Knowledge	An understanding of issues related the barriers to learning that some pupils face.	An understanding of relevant legislation, policies and codes of practice, e.g. Child protection, data protection and freedom of information.

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