



Thorpedene Primary School and Nursery

Job Description

Job Title:	Inclusion Mentor
Grade:	Level 6, SCP 13 – 20
Responsible to:	Inclusion Lead, Pastoral and Welfare Lead, SLT
Liaison With:	SLT, Class Teachers, Phase Leaders

KEY ROLE:

The Inclusion Mentor will work as part of our Inclusion Team to support pupils in accessing their day to learning through a range of targeted 1:1 and small group support, mentoring, reflection and learning activities. They will complement the professional work of teachers by supporting the individual needs of pupils who have identified barriers to learning, in accordance with policy.

MAIN DUTIES AND RESPONSIBILITIES

Support to Pupils

- To implement appropriate strategies, support or interventions for pupils with Behavioural and/or SEMH needs
- To support pupils' access their learning in a positive environment
- To be a first response to support pupils to access their learning
- To identify barriers and reflect with pupils on how to overcome these barriers
- To ensure all relevant information relating to the pupil is recorded and relayed to appropriate staff members.
- To provide pupils with encouragement, reassurance, and comfort.
- To provide mentoring support to individual pupils
- To support pupils with their individual needs, beyond the curriculum, as they arise in the school
- To interact with, and support, pupils according to individual needs, ensuring appropriate resources / methods are selected to facilitate learning activities
- To promote a culture of high expectations around the school and visit classrooms to ensure pupils' are settled and engaged
- To embed the school Positive Behaviour and Culture Policy across the school ensuring that pupils positive behaviours are acknowledged
- Work directly with individuals or groups to raise self-esteem and confidence of pupils' with a view to improve personal and social skills
- To investigate reported incidents of unacceptable behaviour and ensure appropriate consequences are in place
- To provide information, reports and analysis on student behaviour and progress
- To develop a good working relationship with teaching and support staff
- To work in class to support students on reintegration to learning as well as 1:1 and in Reflection zones

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with
- To assist with pupil needs as appropriate during the school day
- To attend to pupils' personal needs, including help with social, welfare and health matters including minor first aid
- To promote positive pupil behaviour in line with school policies and procedures modelling good practice
- To assist pupils at the start and end of day, during breaks and lunchtimes around the school as required
- To provide regular feedback to pupils, staff and external agencies, both verbally and in writing
- To feedback to class teachers / Inclusion Lead/ SLT on the progress of children, keeping computerised records and completing school paperwork accurately and in a timely manner.

General

- To prepare relevant reports and paperwork to monitor and track data as requested by SLT
- To attend and participate in relevant meetings as required
- To participate in training and other learning activities and performance development as required
- To support the school in wider activities e.g. trips/residentials
- To ensure all paperwork regarding individuals, whether internal or for external agencies is completed efficiently and to a high standard
- To participate in the performance management review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace.
- To maintain workplace confidentiality at all times
- To ensure that all school and Trust policies and procedures are followed.
- To ensure that all duties and services provided are in accordance with the school's and Trust's Equal Opportunities Policy and practices
- To ensure that all duties and services provided are in accordance with the Trust's Data Protection Policy and practices and reporting to the DPL any concerns or requests.
- To undertake any training commensurate to the post and attend relevant meetings as required by the Trust.

The Academy Committee and the Trust Board is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade at any site within the Trust.

Post Holder's Signature:

Date:

Line Manager's Signature:

Date:

**Inclusion Mentor
Person Specification**

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • GSCE/Equivalent A-C 	<ul style="list-style-type: none"> • Further training relevant to the role • Learning Mentor Qualification
Experience	<ul style="list-style-type: none"> • Experience of working in a school setting with children in all primary key stages • Experience of working in a support role focusing on Behaviour/SEMH 	<ul style="list-style-type: none"> • Experience of working in more than one school
Knowledge and Skills	<ul style="list-style-type: none"> • Ability to prioritise work effectively • Ability to work effectively and manage workload to meet deadlines • Ability to work as part of a team • Understanding of social and emotional barriers to learning • Understanding of the educational, welfare and social needs of children • Ability to build positive relationships with pupils, parents/carers and external agencies in order to support children and their families • Proven excellent written and oral communication skills, including IT skills 	<ul style="list-style-type: none"> • DSL trained
Personal Qualities	<ul style="list-style-type: none"> • Ability to maintain confidentiality in all circumstances • Proactive approach to work; being responsive, empathetic and supportive to all within the school • Ability to establish effective relationships with those working in and with the school • Ability to build and form good relationships with colleagues, families and pupils • Understand the importance of physical and emotional wellbeing of staff and pupils 	<ul style="list-style-type: none"> • Able to contribute new ideas and ways of working