

## Job Description

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### **Job title: Inclusion Support Practitioner / Wellbeing and Engagement Mentor (Lighthouse Provision)**

#### **Main purpose of job:**

To support the day-to-day operation and development of the Lighthouse provision, providing therapeutic, relational and structured support for students experiencing social, emotional and mental health (SEMH) needs, anxiety, emotional dysregulation, sensory differences, emotionally based school avoidance (EBSA) and barriers to engagement.

The post holder will promote emotional regulation, readiness to learn and successful participation in mainstream education through targeted intervention, restorative approaches and graduated support. They will work collaboratively with the SEND team, pastoral teams, safeguarding staff, families and external agencies to strengthen inclusion, belonging and positive outcomes for vulnerable students.

**Faculty:** SEND and Inclusion

**Location:** Plume Academy

**Position reports to:** SENDCo

**Position is responsible for:** N/A

**Length of contract:** Fixed Term until 21 July 2027. Term time plus inset days (39 weeks), 37 hours per week 8.30am to 4.30pm Monday to Thursday and 8.30am to 4pm Friday (includes 30 mins unpaid break).

**Salary:** Support Staff Pay Scale, Band 3 (Point 21-25). Actual starting salary £23,194.45.

### **Key Responsibilities and Accountabilities**

#### **Student Support and Therapeutic Intervention**

- Build positive and trusting relationships with students through consistent, relational and emotionally available practice.
- Support students experiencing anxiety, emotional dysregulation, sensory differences and barriers to engagement through therapeutic and regulation-focused approaches.
- Deliver targeted interventions to support emotional literacy, self-esteem, resilience, social understanding and readiness to learn.
- Implement strategies identified through APDR cycles, Individual Support Plans (ISPs), EHCPs and recommendations from external professionals.
- Use approaches including:
  - Restorative conversations.
  - Social stories and situation narratives.
  - Co-regulation and self-regulation strategies.
  - Solution-focused and strengths-based approaches.
  - Structured check-in and check-out approaches.
  - Six Core Strengths approaches and curriculum resources.
  - Guided reflection and restorative scripts.
  - Emotional resilience activities.
  - Social communication and friendship support.
  - Transition and reintegration support programmes.

- Promote independence and resilience by helping students identify and use strategies to self-regulate and engage positively in school life.

### **Reintegration and Participation**

- Support students to successfully reintegrate into mainstream lessons following periods of dysregulation, intervention or absence.
- Work with teachers, pastoral teams and the SEND team to identify barriers to learning and implement strategies that strengthen participation and belonging.
- Promote readiness to learn and maintain high expectations for all students.
- Monitor patterns of lesson withdrawal, anxiety or emotional distress and contribute to intervention planning.
- Support students to develop the skills and confidence required to access the curriculum and wider school life.

### **Provision Development and Environment**

- Contribute to the day-to-day operation and continuous development of the Lighthouse provision.
- Maintain a calm, welcoming and low-arousal environment which promotes emotional safety and regulation.
- Ensure sensory resources are maintained, organised and used appropriately.
- Support the development of sensory-aware and trauma-informed practice within the provision.
- Contribute ideas and evidence-informed approaches which strengthen the effectiveness of Lighthouse and wider inclusion provision.

### **Monitoring, Recording and Impact**

- Maintain accurate and timely records of interventions, student engagement and outcomes.
- Monitor patterns, triggers and barriers to learning to support the identification of unmet needs.
- Contribute to APDR cycles and review meetings by providing evidence of support and impact.
- Collect and contribute to student voice and parent voice.
- Support the evaluation of the Lighthouse provision through the use of qualitative and quantitative data.
- Contribute to reports and documentation required for annual reviews, EHCP processes and external agency involvement.

### **Partnership Working**

- Work collaboratively with the SEND team, pastoral teams, attendance team and safeguarding staff to provide joined-up support for vulnerable students.
- Develop positive relationships with parents and carers and contribute to effective home-school communication.
- Liaise with external agencies and professionals including Educational Psychologists, CAMHS, MHST and Inclusion Partners.
- Promote student voice and ensure students are actively involved in reviewing support and identifying helpful strategies.

### **Supporting the Academy**

- Work collaboratively with colleagues and external professionals to ensure joined-up support for students.
- Attend relevant meetings, training sessions and professional development opportunities.
- Support students during key transition points.
- Undertake other duties commensurate with the grade and responsibilities of the post.

## **General**

- Participate fully in the academy's performance and development review process, taking personal responsibility for identifying professional learning and development opportunities in discussion with the line manager.
- Comply with individual responsibilities for health and safety in the workplace.
- Ensure that all duties and services provided are in accordance with the academy's Equality, Diversity and Inclusion Policy.
- Maintain professional standards, confidentiality and appropriate professional boundaries in accordance with academy expectations and GDPR requirements.
- Demonstrate a commitment to safeguarding and promoting the welfare of children and young people in accordance with Keeping Children Safe in Education and academy policies.
- Support and promote the academy's values and ethos through positive relationships, high expectations and a commitment to inclusion and belonging.

**The Trustees are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment**

**Date of next review:** Annually in line with the PMR process.

<b>Person Specification - Qualifications and Experience</b>	<b>Essential</b>	<b>Desirable</b>
Has qualified teacher status with a degree qualification		✓
Evidence of further professional study	✓	
Outstanding classroom teacher preferable with experience in all key stages		✓
Evidence to confirm undertaking recent CPD in the area relevant to this post	✓	
Experience of successfully managing whole academy issues and initiatives	✓	
Experience of accurate year/key stage/subject self-evaluation and improvement planning in order to raise standards	✓	
Experience as a manager of leading, motivating and managing staff effectively to raise standards and evaluate the impact of initiatives(s)	✓	
Ability to hold people accountable and manage performance effectively	✓	
Experience of promoting excellence and challenging poor performance	✓	
Experience of managing staff and students to resolve conflict	✓	
Experience of responsibility in a curriculum area		✓
<b>Knowledge, Skills and Abilities</b>	<b>Essential</b>	<b>Desirable</b>
Ability to lead the development of behaviour and care strategies within the academy including leading CPD	✓	
Has the ability and ideas to ensure that Plume Academy continues to build upon its reputation	✓	
Demonstrates outstanding leadership traits and is comfortable as a team player	✓	
Knowledge of recent/current educational developments, initiatives and legislations and how they might impact upon the academy	✓	
Ability to utilise data effectively to monitor progress and evaluate performance	✓	
Up to date knowledge of curriculum and assessment developments	✓	
Has the knowledge, understanding and experience of additional support and outside agencies to assist in meeting pupils needs	✓	
Ability to initiate and lead change and maximise human and other resources	✓	
Has good organisation skills, the ability to delegate effectively and make sound judgements when working under pressure	✓	
Knowledge and understanding of safeguarding issues	✓	
Ability to involve parents/carers, trustees, teachers, pupils, and other stakeholders constructively in planning improvements for the academy	✓	
<b>Personal Qualities</b>	<b>Essential</b>	<b>Desirable</b>
Treats people fairly, equitably and with respect to maintaining positive working relationships	✓	
A proven record of sustained outstanding classroom practice, demonstrating significant value added to achievement levels	✓	
Ability to maintain trust and be highly respected by staff	✓	
Ability to chair meetings effectively and delegate	✓	
Has high expectations and shows a passionate commitment to developing the best in young people, with a relentless focus upon ensuring outstanding attainment and outcomes	✓	
A creative and imaginative thinker who has the ability to identify innovative solutions to problems		✓
Has a record of successful working with parents as partners in learning	✓	
Committed to on-going research into strategies that can be adapted for successful implementation at Plume Academy	✓	
High level of communication skills both written and verbal and ability to address a range of audiences	✓	

Commitment to safe-guarding and promoting the welfare of young people	✓	
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