

Job Description

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.

Person Specification - Qualifications and Experience	Essential	Desirable
GCSE English and Mathematics (Grade C/4 or above) or equivalent	✓	
Relevant Level 3 qualification in Education, Child Development, Youth Work, Counselling, Health & Social Care, Mental Health, SEND or related field	✓	
Degree qualification in a relevant field (e.g. Psychology, Education, Youth Work, Social Work)		✓
Training in SEMH, trauma-informed practice, attachment-aware practice, restorative approaches, mental health, autism or sensory differences		✓
Evidence of recent relevant CPD linked to SEND, SEMH, safeguarding or inclusion	✓	
Experience of working with children or young people with SEMH needs, anxiety, emotional dysregulation or SEND	✓	
Experience of delivering targeted interventions to support emotional wellbeing, social skills, resilience or engagement	✓	
Experience of supporting pupils who experience emotionally based school avoidance (EBSA) or attendance difficulties		✓
Experience of working within a school, alternative provision, youth service, family support or similar setting	✓	
Experience of implementing strategies identified through support plans, EHCPs or recommendations from external professionals	✓	
Experience of liaising positively with parents/carers and external agencies to support young people	✓	
Experience of maintaining accurate records, monitoring outcomes and contributing to review processes	✓	
Knowledge, Skills and Abilities	Essential	Desirable
Understanding of social, emotional and mental health needs and their impact on learning, attendance and engagement	✓	
Understanding of trauma-informed, attachment-aware and relational approaches to supporting young people	✓	
Knowledge of emotional regulation, co-regulation and restorative practices	✓	
Understanding of SEND, including autism, sensory differences and associated barriers to learning	✓	
Knowledge of safeguarding, child protection and professional boundaries	✓	
Ability to build positive, trusting and professional relationships with vulnerable young people	✓	
Ability to de-escalate situations calmly and respond effectively to emotional distress	✓	
Ability to deliver structured interventions and evaluate their impact	✓	
Ability to work collaboratively with teaching staff, pastoral teams, families and external agencies	✓	
Ability to maintain accurate records and use information to inform support planning	✓	
Strong written and verbal communication skills	✓	
Ability to contribute to the development of an inclusive, nurturing and emotionally safe environment	✓	
Knowledge of APDR processes, EHCPs and graduated approaches to SEND support		✓
Understanding of current best practice relating to mental health in schools and inclusion		✓
Personal Qualities	Essential	Desirable
Compassionate, approachable and emotionally resilient	✓	

Committed to inclusion, belonging and improving outcomes for vulnerable students	✓	
Positive, solution-focused and reflective in practice	✓	
Able to remain calm and professional when working with students experiencing distress or dysregulation	✓	
Demonstrates integrity, discretion and confidentiality	✓	
Flexible and adaptable in responding to changing student needs	✓	
Committed to ongoing professional learning and development	✓	
Enthusiastic about developing therapeutic and inclusive practice within the Lighthouse provision		✓
Able to work independently while contributing effectively to a wider team	✓	