



WALTHAMSTOW SCHOOL FOR GIRLS

“NEGLECT NOT THE GIFT THAT IS IN THEE”

Job Description

Job title:	Learning Mentor – Wellbeing Hub Co-ordinator
Reporting to:	Safeguarding and Pastoral Support Manager
Line management of:	n/a
Liaising with:	Students, parents/carers, teachers and support staff, governors, senior leadership team, outside agencies, LEA representatives
Working time:	36 hours per week plus 30-minute unpaid lunch, term time only (45.26 weeks per year) 08:15 – 16:00 Monday – Thursday 08:15 – 15:45 Friday
Salary:	Scale 6
Disclosure:	Enhanced

Core Purpose	<ul style="list-style-type: none"> To provide additional support and intervention for students in the Wellbeing Hub, overcoming barriers to learning and progress, ensuring that their needs are successfully met and that we ‘bring out the gift’ in each one Develop a holistic approach to meeting Social, Emotional and Mental Health needs, enabling learners to make good progress by working with teachers, other support staff, families and external agencies To develop and enhance expertise in supporting students with complex social, emotional and mental health needs through a whole school approach To work with children at risk of permanent exclusion and those with emotional needs to ensure they achieve positive outcomes
Main Responsibilities - Supporting	<ul style="list-style-type: none"> To support students with SEMH placed in the Wellbeing Hub with a view to successful re-integration to their normal timetable as directed by the SENCO To deliver social, emotional and mental health programmes and enrichment opportunities to help students overcome barriers to learning. This will be in 1:1 and small group situations To help to plan the reintegration of students after extended absence or exclusion To monitor progress before, during and after the intervention to measure the impact To attend and participate in multi-disciplinary meetings To act as a key worker for some students with EHCPs for SEMH and to participate in their annual reviews To supervise the Duty Room at least once each day and liaise with staff and students as part of the ‘triage’ process for identifying student needs,

	<p>implementing restorative practices and ensuring that relevant paperwork and statements are completed by staff and students as part of investigations</p> <ul style="list-style-type: none"> • To identify barriers to learning, not just behavioural, and to work with students on addressing the gaps • To work as part of the Wellbeing Hub Team, by contributing to intervention meetings and assisting with the implementation of appropriate intervention plans for pupils so that targeted intervention is effectively and efficiently applied where it is most needed • To be responsible for keeping and updating records as agreed, contributing to review systems/records as requested, including monitoring and evaluating pupils' responses and progress against action plans through observation and planned recording • Establish therapeutic relationships with students and interact with them according to individual needs • Promote the inclusion and acceptance of all students • Encourage students to interact with others and engage in activities led by teachers • Set challenging and demanding expectations and promote self-esteem and independence • To help students develop resilience and independence, both in terms of learning in lessons and in forming positive relationships with peers and staff • Provide feedback to students in relation to progress and achievement under the guidance of teachers • Support the student behaviour management strategies and policies of the school • Sustain an active engagement with families of designated students to help them explore issues and make changes in areas that may be affecting their child's learning and development • To administer first aid on site if necessary and in accordance with current guidelines, including escorting students to hospital in the event of an emergency under the Headteacher's direction • To continue professional development in relevant areas including subject knowledge relating to SEN
Communication and Support	<ul style="list-style-type: none"> • To communicate effectively with parents of students as appropriate • To follow the agreed policies for communication in school
School Ethos	<ul style="list-style-type: none"> • To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example • The above-mentioned duties are neither exclusive nor exhaustive and the post holder may be required to be flexible and carry out other relevant and/or reasonable duties as directed by their Headteacher/Line Manager commensurate with the skills, abilities and grade of the post
Whole School Contribution	<ul style="list-style-type: none"> • There is an expectation to attend all key school events out of hours as detailed in the school calendar e.g. Open Evenings, all faculty and staff meetings and the relevant twilight inset sessions • Be aware and comply with policies and procedures relating to Safeguarding, Equal Opportunities, Behaviour for Learning, Health and Safety, Data Protection and confidentiality, reporting all concerns to an appropriate person • To take part in the school's staff development programme by participating in arrangements for further training and professional development • To engage actively in the Performance Development Review process

- To work as a member of a designated team and to contribute positively to effective relationships within the school
- To promote actively the school's policies

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

The Governing Body and the Local Authority are committed to safeguarding and promoting the welfare of children and young people. The Headteacher must ensure that the highest priority is given to following the latest national guidance and regulations on safeguarding and child protection. This role is subject to an enhanced DBS check.

April 2022

Person Specification

	Essential	Desirable	Assessed by application	Assessed by selection process
Qualifications				
Level 4 HLTA qualification	/		/	
GCSE (or equivalent) English and Maths Grade c or above	/		/	
Training in relevant intervention strategies for students with SEMH professional development	/		/	/
To be trained as, or be willing to be trained as, and Emotional Literacy Support Assistant		/	/	
First Aid qualification		/	/	
Experience				
Significant experience in a relevant or similar post	/		/	/
Experience of working with and developing relationships with outside agencies	/		/	/
Knowledge and skills				
Knowledge of SEN Code of Practice	/		/	/
Knowledge of relevant intervention strategies for students with SEMH standards	/		/	/
The ability and experience to be a successful team leader	/		/	/
Knowledge of behaviour management strategies and the school's exclusion process	/		/	/
Understanding of principles of child development and learning process	/		/	/
Effective time management	/			/
Excellent numeracy and literacy skills	/		/	/
Good ICT skills	/		/	/
Ability to self-evaluate learning needs and actively seek learning opportunities	/		/	/
Ability to work with a variety of staff members to effectively co-ordinate the access arrangements provision		/	/	/
Ability to relate well to a range of students and their families	/		/	/
Strong ability to work constructively and collaboratively as part of a team	/		/	/
Full commitment to the protection and safeguarding of children and young people	/		/	/
A commitment to meeting the needs of all students	/			/
Flexible, dynamic and enthusiastic	/			/

Special abilities and aptitudes

A willingness to contribute to the wider life of school	/		/	/
Commitment to the LA's Equal Opportunities Policy and acceptance of their responsibility for its practical application	/		/	/

Disqualifying Factors

Indication of sexist, racist or anti-disability attitudes or any other inconsistent with the Local Authority's Equal Opportunities Policy

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.