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| **Job Description and Person Specification** |  |
| **This authority has a responsibility for, and is committed to, safeguarding and promoting the welfare of children, young people and adults at risk, and requires all staff and volunteers to share this commitment.**  **Solihull Council is committed to equal opportunities and expects all staff and volunteers to recognise and value differences.** | |

**SECTION A: Role Profile**

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| **Post Title** | Specialist Inclusion Mentor for Complex Needs | **Post No** |  |
|  | 37 hours per week | | |
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| **Band and Salary** | D Band salary range £32,597 - £37,280  (actual salary range £27,944 - £31,959 starting salary based on experience)  Incremental progression is subject to performance. | | |
| **Responsible to** | Headteacher/SENDCo | | |
| **Location** | Hazel Oak School | | |
| **DBS Check** | Enhanced check for regulated activity for working with Children | | |
| **Fluency Duty** | This post is covered by the Fluency Duty, as outlined in the Code of Practice on the English language requirements for public sector workers. | | |

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| **Special Conditions** | None |

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| **Role Purpose** |
| 1. To work effectively as Specialist Inclusion Mentor for Complex Needs with pupils from EYFS to Year 11 2. To support staff to raise the attainment and wellbeing of pupils with complex needs 3. To work with the pastoral team and senior leaders, support services, children, their families to ensure we offer best practice with trauma-informed approaches and actions at a whole school level. |

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| **Role Responsibilities** |
| * To provide a nurturing, solution focused approach, to support the holistic development of children within the school, with a practical awareness of trauma informed practice. * To underpin daily practice with a broad range of communication strategies, engaging pre- verbal and verbal pupils at their developmental level. * To contribute to the planning and delivery of a motivating and engaging curriculum relevant to all pupil needs. Provide support with:   + Modification of the curriculum, individual learning plans and teaching strategies   + Social and emotional needs and teaching strategies   + Support for personal and social development, implementing alternative working plans   + Higher needs monitoring and evaluation * To manage environmental adaptations to support TEACCH systems, de-escalation and multi-sensory approaches to learning and engagement * Contribute towards specialist assessments, individual pupil plans, and review meetings, ensuring that the views of the child are ascertained and considered at all times. * Implement effective strategies and support the monitoring and assessment of pupils using the information gained to inform practice. * Maintain or contribute to appropriate record keeping to include:   + Individual Pupil records and plans   + Records of involvement/guidance given   + Records of assessments/observations   + Records of meetings and joint working with professionals and families * Support the integration of pupils within their class base whilst supporting any higher level needs out of class where required. * Work collaboratively with families, other professionals and organisations using a person centred, team around the child approach. * Maintain and develop up to date knowledge of good practice in education, particularly in relation to Special Educational Needs and Disabilities (SEND), speech language and communication strategies and SEMH. * Adhere to existing working practices, methods, procedures, undertaking relevant training and development activities and responding positively to new and alternative systems. * Contribute to training and coaching for school staff and other professionals, on the educational implications of complex needs * To support and develop the skills and knowledge of teaching assistants and teachers working with children with complex needs and distressed behaviours with a growth mindset. * Undertake any reasonable additional duties commensurate to the role, as assigned by the Headteacher * Support teaching groups and individuals with additional input required for targeted and specialised support as described in individual pupil EHCPs. * Support the school wide team to be fully inclusive of needs, promoting equity, diversity, inclusion and belonging in all areas of work. * Work proactively to support the health and wellbeing of pupils and colleagues. |

**Section B: Person Specification**

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|  | **Essential Criteria** | **Desirable Criteria** | **Measured By** |
| **Education & Qualifications** | Level 3 qualification in child care/ child development e.g. NVQ3 Teacher Assistant, diploma in Child Care etc. or equivalent | Additional qualification or training in an appropriate area of Special Educational Needs | Application Form |

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| **Experience & Knowledge** | Substantial and successful experience of working with children with special educational needs | Experience of working with parents and professionals from other agencies | Application Form/ Interview |
| Demonstrate knowledge and understanding of complex autism and associated speech, language, communication needs (including AAC) and trauma informed practice. | Experience of working with TEACCH systems and pre-verbal children | Application Form/ Interview |
| Demonstrate knowledge and experience of the school curriculum and how this is adapted for learners with complex needs.  Experience of assessing individual pupil’s learning needs and progress and supporting the identification of their next steps in learning and development | Knowledge and understanding of evidence based behaviour response systems. | Application Form/ Interview |
| Demonstrate knowledge and understanding of the effective adaptation of teaching and learning strategies for pupils with complex needs and autism. |  | Interview |
| Demonstrate knowledge and understanding of effective approaches to enable pupils to be successful in school |  | Application Form/ Interview |

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| **Skills & Abilities** | Ability to communicate complex and sensitive information effectively in writing and orally to a range of audiences including parents, agencies, school-based staff and colleagues,and to deliver presentations and training. |  | Interview / Application Form |
| Ability to make sound judgements and decisions, working effectively under pressure, maintaining a growth mindset. |  | Application Form /Interview |
| Good time management and organisational skills |  | Interview/ Test |
| To be able to demonstrate resilience and resourcefulness when managing distressed pupil behaviour |  | Interview/ Test |
| Self-motivated with the ability to work independently as well as a member of a team and make an effective contribution to the team and an ongoing desire to develop professionally. |  | Application Form/ Interview/ Test |
| Maintain a growth mindset and solution focused thinking at all times, advocating positivity with colleagues. |  | Application |
| Competent in the use of ICT and open to new systems |  | Application Form/ Interview |

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| **Core Behaviours** | **Excellence -** With enthusiasm, you work to deliver a high-quality service to meet customer, organisational and personal expectations. You adopt a ‘can do’ attitude in all of the work you deliver, ensuring it meets the needs of current and potential customers. | Interview |
| **Simplicity -** You actively seek ways to prevent over-complication or confusion, by adopting the most simplified approach to work. You communicate clearly and concisely, ensuring that the message is understood by all. | Interview |
| **Trust and Respect -**You are aware of your impact on others including confidentiality. You value openness and listen carefully to understand the views of others. You promote the values of diversity and actively work to minimise any harm caused to others in order to foster an environment of mutual trust and respect. | Interview |
| **Working Together -** You work with others to reach a common goal; sharing information, supporting colleagues and searching out expertise and solutions from relevant partners and/or the communities we serve. | Interview |
| **Responsibility -** You take ownership for your work and you use your initiative to deliver. You are accountable for your own performance and development and you take responsibility for your actions and decisions. | Interview |

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| **Other Requirements** | Willingness to work flexible hours according to service delivery needs |  | Interview |

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| **Compiled/Reviewed by** | Andy Simms |
| **Date** | September 2025 |

**Section C: Additional Information**

**Corporate Parent Responsibilities**

All employees should act as an advocate for our Looked After Children; fulfilling our corporate parenting responsibilities by considering Children and Young People in everything we do.

**Health and Safety**

Health and safety laws require all employees to help the Council maintain and improve health and safety standards. This means that the post holder must take reasonable care of his/her own and others’ health and safety and co-operate with any reasonable request to support the Council, managers and other employees, in meeting their health and safety legal responsibilities. Line managers have additional responsibilities to ensure that policies, procedures and safe systems of work are implemented on a daily basis.

All duties and responsibilities must be carried out in line with the Council’s Corporate Health and Safety Policy and any local safety procedures.

**Information Management**

As an employee of the Council, the post holder will be expected to manage information in accordance with standards outlined in the Corporate Records Management and Information Security policies. They will ensure that information used is held and transmitted securely in a manner commensurate with its sensitivity, and that it complies with the provisions of Data Protection legislation and guidance.

The post holder will be accountable for ensuring that he/she is aware of relevant Council policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.

**Training and Development**

The Council is committed to the personal and organisational development of the individual. The post holder will be encouraged to identify job-related development needs.

**Solihull Behavioural Framework**

The Council expects all employees to conduct themselves in a way that is consistent with the values and behaviours set out in the Solihull Behavioural Framework.

**Mobility**

Whilst this post is initially to a specific post, the post holder may be exceptionally required to transfer to any post appropriate to their grade at such a place as in the service of the Council they may be required.

**Variations to Job Descriptions**

Due to changing customer demands, duties and responsibilities are likely to vary from time to time and the Council therefore retains the right to amend job descriptions to reflect changing requirements.