



Job Description

JOB TITLE:	Inclusion Mentor
GRADE:	SCP 7 to 17 (£17,302 to £20,490 Actual annual salary)
RESPONSIBLE TO:	SENCO
Contract :	30 Hours per week, Term Time Only, 5 days per week plus 5 INSET days

Job Purpose

To assist with the provision of support for individual students with EHCPs and at SEN Support of the SEN register, with social, emotional and/or behavioural barriers to learning, supporting them to access mainstream lessons in order to achieve their potential. The Inclusion Mentor will work with children on a one-to-one and a shared access basis across the curriculum.

Main Duties and Responsibilities

1. Student Guidance and Support and Working with School Staff

To assist with the mentoring of students in terms of their social emotional behaviour:

- Developing and using strategies to manage and support pupils with additional communication, social and emotional needs,
- To develop a 1:1 primarily-classroom-based mentoring relationship with identified students.
- To have knowledge and professional experience of Autism and ADHD in an education setting
- To have literacy and numeracy skills to minimum GCSE pass
- To be prepared to expand professional understanding further as required (school will provide further CPD in line with requirements)
- To draw up agreed action plans with students outlining the aims of the mentoring.
- To assist in the assess, plan, do, review cycle including EHCP reviews
- Working alongside teachers, Heads of Year and support staff to promote the effective use of behaviour management strategies.
- Working alongside parents in helping them to support the work of the school in improving individual children's behaviour and ensuring that there are effective lines of communication operating between school and home.
- Working directly with individuals or groups to raise self-esteem and confidence of pupils with a view to improving their personal and social skills.
- Possibility of devising and delivering targeted SEMH interventions for individuals and small groups.
- Monitoring progress in improving behaviour and maintaining improvements once made.
- To act as a motivator, role model and advocate for young people.
- To liaise with the SENCO and outside agencies as appropriate.



- To set up meetings with relevant individuals where appropriate to share information/support families/individual students.
 - To support with the liaison with parents regarding behaviour incidents.
 - To offer support and assistance to the Senco and Deputy Head
- Occasional classroom cover of absent teacher colleagues

2. Administration

- To be responsible for all administrative tasks associated with the role.

3. Communication

- To assist with the promotion of a positive image and meaningful communications within and outside the school community.
- To ensure efficient communications regarding student mentoring and welfare with relevant members of staff.
- To communicate regularly with the Deputy Head i/c of Safeguarding.
- To pass on all child welfare and safeguarding concerns to the Deputy i/c Safeguarding.
- All individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- To work within the boundaries of confidentiality.
- To carry out duties in compliance with the School's Equality and Diversity Policy.

4. General

- To promote the safeguarding and welfare of people you are responsible for or come into contact with.
- To ensure all tasks are carried out in compliance with Health & Safety Policy and Procedures.
- Ensure all tasks are carried out in compliance with all school policies and procedures including the Equality & Diversity Policy, Data Protection Policies and procedures, use of Social Media and the Staff Code of conduct.
- Undertake appropriate professional development including adhering to the principles of performance development.
- To establish professional and productive working relationships with all colleagues and stakeholders through team working and mutual support.
- To adhere to the ethos of the school:
- To promote the agreed vision and aims of the school
- To set an example of personal integrity and professionalism.
- Attendance at appropriate staff meetings and school events as appropriate.
- Some additional working hours outside of normal agreed hours may be required to support this.
- Any other duties commensurate with the grade to ensure the smooth running of the school.



Person Specification

Behaviour Support Assistant Person Specification		Essential	Desirable
QUALIFICATIONS AND TRAINING			
1	GCSE standard Grade C/4 or above in English and Maths	√	
2	NVQ Level 3 or equivalent relevant to the post		√
3	Evidence of further professional development and training and how it has been applied	√	
Experience			
1	Experience of working with young people	√	
2	Experience of working in a Secondary School		√
3	Experience of working as a Teaching Assistant or Learning Support Assistant		√
4	Experience of working in Education		√
5	Experience of working with vulnerable students	√	
6	Experience of working with students with Behavioural difficulties	√	
Knowledge and understanding			
1	Excellent IT Skills	√	
2	Understanding the national curriculum	√	
3	Knowledge of Ofsted Guidance	√	
4	Understanding of the SEND Codes of Practice	√	
5	Understanding of principles of child development and learning processes	√	
6	Understanding of classroom roles and responsibilities and your own position within these	√	
7	Excellent communication and interpersonal skills	√	
Skills, Abilities and Attributes			
1	Desire to see young people succeed	√	
2	Ability to work as a team	√	
3	Sensitivity in collaborative work with colleagues within and outside of school	√	
4	Expectations of high standards	√	
5	Able to plan, priorities and manage own time effectively	√	
6	High Level of communication skills.	√	
7	Excellent personal organisation and self-motivation	√	
8	Ability to relate well to children, young people and adults.	√	
9	Identifies and overcomes barriers and manage risks.	√	
10	Ability to build supportive relationship with students in line with their needs	√	
11	Flexibility, adaptability and resilience with a 'can do' attitude.	√	
Other Factors			
1	Identifies and promotes best practice and encourage the sharing of ideas.	√	
2	Proactively seek opportunities to increase job knowledge and understanding.	√	
3	Evidence of a commitment to promoting the welfare and safeguarding of children and young people.	√	