Altwood Church of England School

Student Support Mentor Inclusion

Person Specification

	Essential	Desirable	How to be tested
Qualification criteria:			
1. 5 good GSCEs including English and Maths at Grade C or above (or equivalent).	√		**Application form & evidence**
2. Excellent Microsoft Office (including Word and Excel) or similar skills.		√	
3. Eligible to work in the UK.	√		
Experience:			
4. Providing high quality administrative support.	√		**Application form**
5. Working with children or young people.		√	
6. Working under a pressurised environment with meeting deadlines.	√		
7. Working with Local Authority and other educational or young person's support agencies.		√	
Vision and Strategy:			
8. Vision aligned with Altwood Church of England School's high aspirations and high expectations of self, colleagues, students and others.		√	**Interview**
9. Understanding of how to, and commitment to, making regular contact with students, families and other agencies.	√		
10. Vision of what makes a successful team.	√		
11. Commitment to an inclusive ethos with regard to behaviour, interventions and progress	√		
12. Awareness of the importance of effective policy and consistent implementation, facilitated by high quality and efficient information sharing.	√		
13. Commitment to CPD and training in strategies and techniques to support student progress.	√		
	√		
Behaviours, Skills and Abilities:			
14. The ability to enthuse & inspire others and have a 'can do' attitude.	√		
15. A commitment to every student making progress and achieving.	√		**Interview**
16. Excellent listening and communication skills and high levels of emotional intelligence.	√		
17. Strong organisational, prioritisation and time-management skills and ability to work under pressure.	√		
18. Resilience and optimism to lead through day-to-day challenges in a busy school environment.	√		
19. The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to change, improve and develop.	√		
20. The ability to work well under pressure and to be decisive.	√		

21. Ability to use IT systems including databases and Microsoft Office products and produce system reports. 22. Ability to pay attention to detail when completing administrative tasks. 23. High levels of honesty and integrity, confidence & self- motivation. 24. Ability to file accurately & maintain a filing system. 25. Ability to record and convey accurate messages. 26. Understanding and knowledge of confidentiality.	√ √ √ √ √ √		
Other: 27. The post holder must be committed to safeguarding the welfare of children. This post is subject to an enhanced DBS disclosure.	√		**Interview**

Altwood Church of England School

Student Support Mentor Inclusion

Job Description	
Line Manager:	Inclusion Lead
Posts directly supervised:	N/A
Main Purpose of Role:	Support the whole school inclusion vision through close work with vulnerable students including those using Ready to Learn. Provide support to Heads of House and other members of the Inclusion Team.
Conditions of Service:	Reference should be made to the TDA publication National Occupational Standards for Support Staff.
Grade and Salary	Actual Pay 37 hours per week plus 5 inset days. Scale 5 Point 12- 17

Main duties:

- Show clear impact through the Inclusion Team action plan each year
- Undertake key tasks as directed by the Inclusion Lead
- Support whole school inclusion through Ready to Learn, supporting the RTL mentors on a day-to-day basis with individuals who present at RTL with pastoral issues.
- Ensure all our students are known, valued and supported to succeed
- Support students' SEMH and resilience to enable them to engage in their learning and be successful.
- Work collaboratively and proactively to agree exit strategies for frequent visitors to RTL, working on barriers and resilience building to enable students to return to lessons
- Provide excellent pastoral support for individuals/groups of students.
- Positively influence the behaviour and attitudes of students by reinforcing standards set by the school.
- Co-ordinate inclusion packages and interventions and feed back to staff and parents
- Liaise with out of school agencies to support students requiring additional help.
- Attend meetings as requested by HoH or Inclusion Leads and support with agreed plans including education packages, being on report or restorative work.
- Deliver proactive education packages to vulnerable students or small groups of students
- Respond to issues which arise and conduct investigations following all school procedures and agreed paperwork.
- Ensure effective communication is made to parents as appropriate and is recorded on school systems
- Co-ordinate the collation, communication, and collection of work for students unable to access their full curriculum.
- Support the re-integration of students back into lessons following exclusion, isolation, or disengagement.
- Observe students in lessons to provide feedback to stakeholders
- Monitor ClassCharts data and produce reports / recommendations as appropriate.
- Meet with parents and outside agencies as appropriate.
- Provide therapeutic support to students in the following areas: - self harm, bereavement, anger management, self-esteem, transition, family break up, eating disorders, bullying, mentoring, counselling, peer mentoring, emotional abuse.
- Commitment to developmental training to enable fulfilment of support cited above.

- Co-ordinate counselling, AP and Inclusion services within school.
- Keep accurate and up to date logs of meetings with students, isolations, interventions, and their impacts.
- Co-ordinate mentoring and counselling appointments within and outside of school.
- Provide information, advice, and guidance to staff about student needs, challenges, strategies and successes.
- Maintain an up-to-date record of appointments, including a waiting list of students requesting / in need of support.
- Support Heads of House / Deputy Heads of House and the Inclusion Leads with administrative tasks and production of reports as requested, e.g. MASH referrals, PSP and IBP paperwork.
- Work as part of the Safeguarding Team – under the direction of the DSL and the Inclusion Lead

Other:

- To attend staff briefings, and meetings as appropriate.
- To participate in INSET (Professional Development Days) as required.
- To participate in Staff Appraisals and absence management meetings in line with school policy

Specific areas of responsibility allocated will be rotated from time to time to provide ongoing professional development and in the light of the changing needs of the school. Any major change in the manner and scope of responsibilities mentioned above will be agreed in negotiation between the holder and the Headteacher.

I have read the Job Description and agree to all the terms and conditions set out. I also agree to comply with all School Policies, Child Protection and Health and Safety regulations. I understand that this Job Description is not an exhaustive list and I agree, when required, to undertake any reasonable request made by the Leadership Team.

Name:	Signature:
Date:	