

## Job Description Inclusion Learning Mentor

|                      |                           |                               |                          |
|----------------------|---------------------------|-------------------------------|--------------------------|
| <b>Service:</b>      | Education and Inclusion   | <b>Team:</b>                  | Specialist Teaching Team |
| <b>Location:</b>     | Various across Lancashire |                               |                          |
| <b>Salary range:</b> | £32,061 - £36,363         | <b>Grade:</b>                 | Grade 7                  |
| <b>Reports to:</b>   | IEST Team Manager         | <b>Staff responsible for:</b> | Nil                      |

### Job Purpose

1. To work alongside the Inclusion Support Teacher and directly with schools to ensure pupils with SEND receive a full-time suitable education: providing some specialist support; contributing to the intervention and support plan; contributing towards CPD to staff at the school; working with other agencies; and monitoring the impact of the individual programme and the service
2. To work in partnership with the lead teacher, family and schools to design, plan and deliver interventions for pupils with SEND to support access to high quality full time suitable education.
3. To develop and implement approaches for supporting pupils with SEND who are in crisis or where their education placement is fragile or who are not accessing education; providing support for their re-integration as required.

### Accountabilities/Responsibilities

1. To establish and maintain purposeful working relationships quickly with schools
2. To delivery the action plan in relation to individual children / young people.
3. To undertake direct work with children and their families and support others to deliver an individual programme in order to overcome barriers to learning and barriers to accessing school.
4. To work within a multi-agency context, using agreed assessments tools, to identify needs of children and young people.
5. To maintain a secure knowledge and understanding of a variety of SEND needs, specifically ASD and SEMH needs.
6. To use specialist knowledge to offer advice and model approaches to school staff, parent / carers and others to help children manage their emotions, behaviour and social skills more effectively.
7. To support the school staff in addressing the needs of pupils who need help to overcome barriers to learning within the context of the particular setting.
8. To support teachers and other support staff with the management of individuals within the whole class setting, so that teaching objectives and learning targets for all pupils are met.

9. To deliver specific intervention strategies as directed by the Inclusion Support Teacher and tailored to the individual needs of the child, e.g. Autism Education Trust training, staff/pupil mentoring, nurture principles, protective behaviour, emotional literacy, self-esteem, attachment, family/school support and re-integration.
10. To contribute to the monitoring and evaluation of pupils' progress in achieving pastoral and behavioural targets; using outcomes of evaluation to assist further improvement.
11. To maintain accurate written records in accordance with agreed policies and guidance making these available to the Inclusion Support Teacher and other members of the team, identifying, where appropriate, changes required to ensure optimum service delivery and the achievement of objectives.
12. To attend and contribute to formal review meetings with other service professionals and outside agencies as required.
13. To provide support at times of key educational transitions for children and families.
14. Keep up to date with educational changes that impact upon pupils with SEMH
15. Ensure good knowledge of National Curriculum is maintained.
16. Provide a model of best practice to support staff in schools.
17. To effectively manage competing priorities.
18. Undertake training consistent with developing skills relevant to the duties and responsibilities assigned to the post.
19. Implement reliably and consistently all Service Policies and related procedures.
20. Adhere to all Lancashire Policies paying particular regard to Health and Safety and Data Protection/GDPR protocols
21. Take reasonable care for personal health and safety and that of others.

### **Equal Opportunities**

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

### **Health and Safety**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

### **Customer Focused**

We put our customers' needs and expectations at the heart of all that we do. We expect our employees to have a full understanding of those needs and expectations so that we can provide high quality, appropriate services at all times.

## Our Values

**We expect all our employees to demonstrate and promote our values:**

### **Supportive**

We are supportive of our customers and colleagues, recognising their contributions and making the best of their strengths to enable our communities to flourish.

### **Innovative**

We deliver the best services we possibly can, always looking for creative ways to do things better, putting the customer at the heart of our thinking, and being ambitious and focused on how we can deliver the best services now and in the future.

### **Respectful**

We treat colleagues, customers and partners with respect, listening to their views, empathising and valuing their diverse needs and perspectives, to be fair, open and honest in all that we do.

### **Collaborative**

We listen to, engage with, learn from and work with colleagues, partners and customers to help achieve the best outcomes for everyone.

**Person Specification  
Inclusion Learning Mentor**

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| Requirements   | Essential (E)<br>or<br>Desirable (D) | Identified by<br>Application<br>Form (A) or<br>Interview (I) |
|--|--------------------------------------|--|
| <b>Qualifications:</b>   |                                      |  |
| Minimum of 5 GCSEs 4 - 9 or equivalent to include English and Maths  | E                                    | AI   |
| NVQ 3 for Teaching Assistants (or demonstrate equivalent knowledge skills and experience)  | E                                    | AI   |
| Relevant SEND qualifications   | D                                    | AI   |
| <b>Experience:</b>   |                                      |  |
| Recent and substantial experience working with Primary/Secondary Pupils with Social, Emotional and Mental Health difficulties in school. | E                                    | AI   |
| Experience of making assessments of the educational/social /emotional care needs of children and subsequent development of interventions | E                                    | AI   |
| Strong behaviour management and confident with challenging behaviour   | E                                    | AI   |
| Experience of working with professional from different agencies and disciplines  | E                                    | AI   |
| SEND experience in a range of settings.  | E                                    | AI   |
| <b>Knowledge and Skills:</b>   |                                      |  |
| A good understanding of the range of children's emotional and behavioural difficulties related to SEMH and their manifestations          | E                                    | AI   |
| Ability to work collaboratively with teachers, parents and other professionals   | E                                    | AI   |
| A good understanding of a wide range of SEND, and barriers to learning which can impact on engagement                                    | E                                    | AI   |
| Ability to work as an effective team member.   | E                                    | AI   |
| Ability to take responsibility and work with autonomy within set boundaries  | E                                    | AI   |
| Excellent communication Skills   | E                                    | AI   |

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| Knowledge of Child Development and how children learn  | E | AI |
| Ability to use IT  | E | AI |
| Good organisation, time management skills and ability to work under pressure   | E | AI |
| <b>Other (including special requirements)</b>  |   |    |
| Commitment to equality and diversity   | E | I  |
| Commitment to health and safety  | E | I  |
| Committed to providing an outstanding quality education  | E | I  |
| Committed to developing inclusion for pupils   | E | I  |
| Display the LCC values and behaviours at all times and actively promote them in others   | E | I  |
| This is an essential car user post. You will be required to provide a car for use in connection with the duties of this post and must be insured for business use.<br>In certain circumstances, consideration may be given to applicants who as a consequence of a disability are unable to drive. | E | I  |

