

JOB DESCRIPTION

Job Title	Pastoral Mentor & SEN intervention
Grade	To be confirmed pending experience
Reports to	Deputy Headteacher – Inclusion & Safeguarding
Responsible for	School Nurse, Mental Health Visitors, Councillors, supporting agencies and Mentors, Attendance, Allocated specific support for students, Support arrangements for students
Liaison with	Teaching Assistants, Staff, Parents, Students & other external agencies providing support.
Job Purpose	<ul style="list-style-type: none"> • To provide a high quality efficient and friendly service for the school, acting as the first point of contact for students, parents and staff. • To plan and deliver developmental intervention programmes such as anger management, confidence building, social/life skills, and the emotional literacy curriculum. • To provide dedicated support to the safeguarding lead • To manage and organise student support and ensure the effective and efficient support mechanisms are put into place. • To keep a record of support and interventions that have been used and evidence the impact for students through robust evaluation tools. • To complement the work of school staff and SEND to support agreed learning activities for groups of pupils, or specific individual pupils who all have complex special educational needs. The primary focus is to support the development and inclusion of children and young people through; <ol style="list-style-type: none"> 1) Coaching, mentoring and capacity building with education providers To work collaboratively with school staff and external specialists in the whole planning cycle and the management/preparation of resources. Also to deliver learning to individuals, small groups and occasionally whole classes as and when required; <p>To encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of their education.</p> •
Pastoral Duties (Specific Duties):	<ul style="list-style-type: none"> • To manage the pastoral support of students ensuring that deadlines are met and staff are fully supported enabling them to concentrate more fully on their teaching responsibilities. • To encourage the inclusion of students with emotional and/or behaviour difficulties by using positive behaviour management techniques designed to develop the student's ability to behave appropriately. • To produce a variety of resources for students/school/class designed to develop the student's ability to behave appropriately. • To Support students on Child Protection and Child in Need plans (whole school) and overseeing others including LAC. • To communicate effectively with all staff, students and parents. • To develop, implement and evaluate new pastoral interventions processes and systems e.g. counselling, mentoring and external agency work and provide direct interventions. • To promote the image of the Southend YMCA school and encourage team working throughout the school. • To assist with admissions including mid-year admissions; contribute to the necessary assessment of student's needs, devise support plans and

	<p>arranged support at all levels. Liaise with commissioning schools to facilitate smooth transition including the transfer of files.</p> <ul style="list-style-type: none"> • To consult with parents regarding student support matters and respond to incidents of challenging behaviour using restorative principles. • To provide mentoring and counselling where needed to support the student with their specific issue. • To support the school's attendance procedures and encourage students to attend school as much as possible.
<p>Pastoral Administrative Duties:</p>	<ul style="list-style-type: none"> • To support the attendance lead with the administration of all attendance aspects i.e first day calling, AM/PM registers. • To receive and deal with enquiries from students, parents and staff both over the telephone and in person, filtering queries/problems to appropriate person or dealing with issues where possible. • To arrange and take minutes of meetings as required • To assist in the preparation of reports. • To complete general administration duties as required. • To communicate effectively with all staff, students and parents. • To promote the image of the Southend YMCA school and encourage team working throughout the school. • To ensure confidentiality is maintained at all times. • Person responsibility to make a decision of when to inform parents of incidents that may occur.
<p>SEN Intervention Duties:</p>	<ul style="list-style-type: none"> • Plan, prepare and deliver learning activities for individuals and groups of pupils under the professional direction and supervision of SENCO adapting learning programmes to suit the needs of individual pupils; • Supply specialist support with direction and guidance from SEND & Inclusion Specialists, allowing pupils to access the curriculum and to participate fully in school activities; • Coaching /Assisting classroom and Learning Support Assistants within schools in area of specialism • Advise on appropriate ways of delivering specialist programmes including frequency and methods of delivery. • Share relevant teaching materials electronically and recommend appropriate resources • To safely maintain records of involvement to evaluate pupils progress. • Write short reports on interventions and pupil progress when appropriate • Contribute to the evaluation of the effectiveness of the support provided. • Contribute to and implement SEN Support plans • Monitor and record pupil responses and learning achievements, drawing any problems, which cannot be resolved to the attention of the SENCO to support future interventions. • Plan and evaluate specialist-learning activities with the SENCO and subject teachers. • Select and adapt appropriate resources/methods to facilitate agreed learning activities; • Ongoing guidance and support to pupils in their social development and their emotional well-being, reporting problems to the appropriate person; • Invigilate examinations and tests if appropriate; • Accompany teaching staff and take responsibility for pupils on visits, trips and out of school activities as required; • On-going guidance and support pupils in their personal, emotional and social development;

	<ul style="list-style-type: none"> • Prepare and present displays as appropriate; • Support pupils to develop their skills of independence, resilience and confidence; • Contribute to and assist in planning, organising and implementing individual development plans for pupils (such as SEN support plans), including attendance at, and contribution to reviews; • Be aware of and comply with policies and procedures relating to child protection, confidentiality and data protection, reporting all concerns to an appropriate person; • Show a duty of care to staff and pupils, and take appropriate action to comply with health and safety requirements at all times. • To support the school's Designated Safeguarding Lead for safeguarding and child protection within the school, assisting the Lead to act as a source of support, advice and expertise for staff within the school for child protection and safeguarding. • To be familiar with, understand and apply the school's Child Protection Policy appropriately. • Refer cases (or support staff making referrals) <ul style="list-style-type: none"> ○ of suspected abuse to the local authority children's social care ○ Where there is a radicalisation concern to the Channel programme. • To liaise with the Designated Safeguarding Lead/Head teacher, local authority officers and other relevant agencies/parties in relation to child protection and safeguarding issues and concerns. • To Undergo and regularly update safeguarding training, including DSL training (at least every 2 years), to ensure the appropriate level of knowledge and skill is maintained. • To keep up to date with developments relevant to the role in line with Keeping Children safe in Education (Appendix B) as amended from time to time. • To assist the Designated Safeguarding Lead with raising awareness of child protection policies as appropriate in line with Keeping Children safe in Education (Appendix B) as amended from time to time. • To provide cover for the Designated Safeguarding Lead as required.
General	<ul style="list-style-type: none"> • To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager. • To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace • The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. • The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade

General heading	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	NVQ level 2 or equivalent Successful experience of working with children with SEN Evidence of professional qualifications in related areas such as; counselling, coaching and mentoring, social work, youth work & Psychology. (Degree level would be of benefit but is not essential.) Proven experience of leading developing and implementing pastoral interventions to support young people experiencing adverse childhood experiences and trauma. Minimum of 3 years' experience in a similar role with an educational setting
	Knowledge of relevant policies and procedures	Being aware of and working with the service policies in relation to Inclusion, Child Protection and physical contact with students, appropriate regulations and guidance.
	Literacy	NVQ level 3 or equivalent in English
	Numeracy	NVQ level 3 or equivalent in Maths
	Technology	Good working knowledge of ICT to support learning and performance of own role
Communication	Written	Ability to write reports, complete returns and write complex letters.
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively
	Languages	Specialist language/communication skills, if appropriate
	Negotiating	Ability to negotiate effectively with adults and children
Working with children	Behaviour Management	Further the effective implementation of the school's behaviour management policy through leading and delivering pastoral initiatives.
	SEN	Ability to demonstrate that you encourage the inclusion of students with emotional and/or behavioural difficulties
	Curriculum	Good understanding of the school curriculum Good working knowledge of specialist curriculum area(s), if appropriate
	Child Development	Good understanding of child development Ability to assess progress and performance and recommend appropriate strategies to support development

	Health & Well being	Understand and support the importance of physical and emotional wellbeing
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PERSON SPECIFICATION

Working with others	Working with partners	Ability to support teacher/practitioner to set up a positive learning environment for the children you have worked with Ability to make a proactive contribution to the work of the team supporting children, their families and carers
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Team work	Ability to work effectively with a range of adults Influences the attitudes and opinions of others, as required, gaining their agreement through persuasion to ideas, proposals and courses of action.
	Information	Contribute to the development and implementation of effective systems to share information
Responsibilities	Organisational skills	Good organisational skills.
	Line Management	Ability to manage and support the work of others, as required and appropriate
	Time Management	Manages time and prioritises work in an effective and productive manner. Ability to manage own stress and meet deadlines.
	Creativity	Demonstrate creativity and an ability to resolve problems independently
General	Equalities	Awareness of and promotion of equality.
	Health & Safety	Good understanding of Health & Safety
	Child Protection	Good understanding and effective implementation of child protection procedures
	Confidentiality/Data Protection	Understand and comply with procedures and legislation relating to confidentiality
	CPD	Demonstrate a clear commitment to develop and learn in the role Ability to effectively evaluate own performance

Signed:.....

Dated:.....