

## Job Description



**Post Title:** School Integration Mentor

**Post Grade:** Scale 5 (SCP 12 – 17)

**Contract:** Permanent, Term Time only – plus five days, 32.5 hours per week

The information given on this job description is intended to provide both post holder and management with an understanding and appreciation of the workload of this particular job and its role within the organisation.

### Prime Objectives of the Role

The primary focus of the role is to support pupils during periods of transition both into and out of the Academy; the role will include directly supporting pupils when transitioning into mainstream schools / specialist provisions. To be responsible for administering a range of assessments used in the Academy to support effective transitions. When not required for transition work, colleagues will work with pupils in the Academy to support teaching and learning. In addition to the above, you may be required to carry out short term cover supervisor duties, as and when required across the whole Academy, liaising with all relevant staff, to ensure pupils' progress and overall development.

- Driving licence and use of car essential.

**Responsible to:** Deputy Headteacher / SENDCo

### Key Duties and Responsibilities

- To lead the induction process for new pupils to the Academy.
- To complete baseline assessments for pupils in the Academy, including literacy and numeracy testing, and assessment relating to behaviour for learning.
- To lead the regular assessment of pupils for literacy, numeracy and behaviour for learning during the academic year.
- To work in close collaboration with the Deputy Headteacher and Behaviour for Learning team to plan transitions for pupils as they leave the Academy.
- To effectively communicate transition plans to partner schools, external agencies, parents / carers and the pupils being supported.
- To provide high quality one to one support for pupils who are transitioning to mainstream education / specialist provision.
- To build supportive relationships with parents / carers, other schools and agencies to promote effective working relationships; to regularly liaise with parents / carers, sensitively and effectively.
- To establish positive working relationships with pupils, acting as a role model; to support pupils, recognising and responding to their individual needs, encouraging them to interact and work co-operatively with others.
- To support in identifying and promoting positive behavioural change in pupils experiencing SEMH issues.
- To support the delivery of learning, participating in planning and implementation of programmes of study and record keeping.
- To provide information and advice to enable pupils to make choices about their learning, behaviour and attendance, challenging and motivating pupils, and promoting and reinforcing self-esteem.
- To assist in the production of Pupil Focus Reports, Behaviour Management Plans, SEMH assessments, and individual case studies.

- In the absence of a teacher, provide supervision and be responsible for a class of pupils during lesson time.
- In the absence of a member of our Pastoral Team, fulfil the role of absent colleagues, this may include providing in class support to a Form or working as part of the wider Pastoral Team as needed.
- Liaise with teachers and other relevant professionals regarding work set for the class, making effective use of ICT to support learning activities and develop pupils' competence.
- Manage the behaviour of pupils to promote and maintain order and a calm working environment in the classroom and around the Academy.
- Ensure a smooth handover of completed work and feedback on progress and any issues arising, providing accurate and objective reports on pupil achievement as required.
- Undertake any administrative duties relevant to the post, e.g., completion of SIMs registers.

Please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the postholder will carry out, which would be determined by the Line Manager or Senior Leaders.

## Person Specification

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	Criteria – Essential (E) / Desirable (D)	How Identified
<b>Experience</b>	Experience of working in an effective team. (E) Experience of working with Primary and Secondary aged pupils with special needs including emotional and behavioural difficulties. (E) Experience of working with parents, schools and support agencies. (D) Experience of working in alternative provision / Pupil Referral Units. (D) Experience of delivering lessons to pupils. (D) Experience of teaching a wide range of subjects. (D)	Application Form  References  Interview
<b>Knowledge &amp; Skills</b>	Ability to relate well to pupils and adults, and an ability to work as part of a team. (E) Ability to remain calm under pressure. (E) Demonstrate good co-operative, interpersonal and effective listening skills. (E) Maintain confidentiality in matters relating to the Academy. (E) Ability to cope with the requirements of the post, which will include working with pupils who have emotional / behavioural / physical difficulties. (E) Exercising advisory, guiding, negotiating and persuasive skills at a developed level. (D) An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. (E) Awareness of safeguarding issues. (E) Awareness of child development. (D) Good communication skills. (E) Good numeracy / literacy skills. (E) Basic ICT skills. (E)	Application Form  References  Interview
<b>Qualifications / Training</b>	GCSE English and Maths or equivalent e.g., Adult Literacy / Numeracy at Level 1. (E) Other relevant qualifications relating to the post e.g., Level 2 NVQ in Health / Childcare, first aid qualification. (D) Evidence of further training / development and / or willingness to participate in further training and development opportunities e.g., Team Teach, Moving & Handling, Special Educational Needs. (D) A full driving licence. (E)	Application Form

