

Wellbeing Mentor Job Description and Person Specification

Job Title: Wellbeing Mentor

Hours: Monday/Friday 8:30-3:30pm Tuesday/Thursday 8:30 – 4pm, Wednesday 8:30 – 4:30pm

Salary: £18,000-£20,000 per annum dependant on experience (actual salary working term time only)

Responsible to: Teacher/Principal

Job Purpose:

- Work under the guidance of the class teacher in the planning and implementation of work programmes with individuals or groups of students with special needs.
- Provide general support to the class teacher in the management and organisation of student(s) with special needs in the classroom.
- Assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment.
- Promote the inclusion of all students, ensuring they have equal opportunities to learn and develop.
- Responsible for promoting and safeguarding the welfare of children and young people within the
- To devise, implement and evaluate specialized programmes of work to encourage and promote a student's social emotional and behavioural development.
- To work with teaching staff and/or other support staff in devising and implementing individual learning plans to promote students' academic, social, emotional and behavioural development.
- To plan and facilitate structured games and activities, to support students to make appropriate use of unstructured times.

Leadership & Management

- Provide support for students' emotional and social needs by encouraging and modelling positive behaviour in line with school policy.
- Operate within agreed legal and ethical boundaries particularly in regard to child protection.
- Carry out duties in accordance with health and safety legislation and school policies

Teaching, Learning & Outcomes

Support for Students

- Support working relationship with the students, acting as role model and setting high expectations.
- Support students with special needs in the most effective way.

- Support students with special educational needs through the delivery of specific learning programmes and to contribute to setting individual education targets.
- Facilitate students' access to specialist provision as indicated by statement of special needs.
- Encourage students to interact and work co-operatively, ensuring all students are engaged in activities.
- Provide support in the delivery of the Curriculum as appropriate.
- Promote the safeguarding the welfare of children and young people within the school

Support for the Teacher

- Work closely with the Principal/class teacher to assist in the planning, development and delivery of all areas of the curriculum.
- Work under supervision of the Principal/class teacher to support the learning, social, emotional and physical development of the students.
- As required, prepare the classroom/outside areas for lessons, ensuring that specialist resources and equipment are available as necessary and cleared away at the end of the lessons as appropriate.

Support for the School

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, SEN/Inclusion and data protection, reporting all concerns to the appropriate named person.
- Attend relevant meetings and participate in training opportunities and professional development as required.
- Provide support for students' emotional and social needs by encouraging and modelling positive behaviour in line with school policy.
- Accompany teaching staff and students on educational visits, trips and out of school activities as required within contracted hours and to take responsibility for special needs students under the supervision of the teacher.
- To assist with the general pastoral care of special needs students, including helping students who are unwell, distressed or unsettled.
- Adhere to school health and safety policy including risk assessment and safety systems. Support for the Curriculum
- Assist in the development of basic Literacy, Numeracy and ICT skills where appropriate and support the use of these learning activities as directed by the class teacher.
- Help adapt and plan the development of resources necessary to assist in learning activities of children with special needs, taking into account students' interests, language and cultural backgrounds.

Professional Partnerships

Work closely with key members of staff to ensure that the needs of the children are met, including contributing to policies and practices that will promote inclusion and engagement.

Personal & Professional Development

Shaping Self and Others

Actively engage with a full range of CPD opportunities, particularly those relating to:

- The advancement of Phoenix Bay
- The development of personal leadership qualities
- The development of pedagogical knowledge in specialist areas.
- Keep abreast of local and national initiatives, guidance and legislation that relates to SEN, alternative provision and education as a whole with a view to implementing and developing as necessary.

Other Professional Duties

Undertake broadly similar duties as may be required from time to time as directed by the Principal/class teacher and that are commensurate with the post grade.

Represent the company positively at any local/regional or national events.
Work flexibly to secure all the job requirements are met whilst maintaining appropriate work/life balance. Promote inclusion and equality of opportunity for all students in accordance with school policies

Essential

- Good numeracy and literacy skills.
- Experience of working with relevant age groups within a learning environment.
- Experience of working with children with additional needs.
- Experience of general clerical/administrative work.
- Training in relevant strategies in curriculum or learning area.

Knowledge

- An understanding of classroom roles and responsibilities.
- Working knowledge of national curriculum and other relevant learning programmes.
- Good working knowledge of relevant policies and codes of practice and awareness of relevant legislation

Skills

Ability to:

- Deal successfully with situations that may include tackling difficult situations and conflict resolutions
- Work successfully with a range of external agencies.
- Engage constructively with, and relate to, a wider range of young people and their families with different cultural and social backgrounds.
- Deal with difficult situations and/or individuals in a calm, fair but effective manner. Handle sensitive issues in confidence.
- Work well as part of a team.
- Understanding the principles of child development and learning processes and in particular, barriers to learning.
- Observe, monitor, record and provide constructive feedback on student progress.
- Contribute to/plan effective actions for students at risk of underachieving.
- Build and maintain effective relationships with students, treating them with respect and consideration.
- Understand the roles of parents/carers in students' learning.
- Demonstrate ability to liaise with parents/carers sensitively and effectively.
- Successfully complete first aid training as required.

- Show competence in IT usage across a range of media

Personal Qualities

- Flexible & Adaptable
- Calm under pressure
- Reflective Practitioner
- Relating positively to and showing respect for all
- Able to work as part of a team and use own initiative
- Relentless in the pursuit of improvement and believing that every child can achieve.

Commitment

- Ability and willingness to identify own training needs and participate in training and evaluate learning and demonstrate commitment to:
 - Equalities
 - Promoting the company and school's vision and ethos.
 - Contribute effectively to the work of Phoenix Bay

Education and its development strategy

- High quality, stimulating learning environment
- Members of the school and wider community of the Acorn Centre
- Ongoing relevant professional self-development through regular coaching/supervision sessions
- Safeguarding and child protection

General

- Enhanced DBS clearance
- Full Driving License(desirable)
- Willing to work flexibly to meet deadlines and respond to emerging situations

Desirable

- Recent experience of working with children in education, social work, welfare, health, family or children's centres, school or local authority, service setting or the voluntary sector