

## Job Description & Person Specification

### Well-Being Mentor: Social, Emotional, Mental Health (SEMH) and Autism

<b>Apply by:</b>	<b>12 noon on Friday 29th September 2023</b>
<b>Interviews:</b>	<b>Week beginning Monday 2nd October 2023</b>
<b>Actual Salary Range:</b>	<b>Scale 5</b>
<b>Working hours:</b>	<b>25 hours per week / 39 weeks per year (9:00am - 2:00pm) (£16,610) or 36 hours per week / 39 weeks per year (8:30am - 4:15pm) (£23,919)</b>
<b>Contract Term:</b>	<b>Permanent</b>
<b>Responsible To:</b>	<b>Headteacher</b>

### Responsibilities

The Well-being Mentor will provide a complementary service to teachers and other staff, addressing the complex needs of children who require assistance in overcoming barriers to learning in order to achieve their potential and access the curriculum.

The Well-being Mentor will work with a range of pupils, but give priority to those who need the most help or are in crisis, especially those experiencing multiple disadvantages including:

- Children with special needs, medical needs or social and emotional difficulties
- Challenging behaviour
- Children with an Education Health and Care Plan (EHCP)
- The Well-being Mentor will support teachers and other staff with behaviour management, focusing on regulation strategies and techniques.
- The remit of the Well-being mentor will extend to working with families and the wider community.
- The Well-being Mentor will work with children on a one-to-one basis or in small or large groups, acting as a:
  - Listener
  - Facilitator for learning
  - Motivator
  - Role model

The Well-being mentor will have a thorough understanding of Trauma Informed Practice and Attachment and be able to coach and support others in this area.

To use Thrive action plans to devise, implement and evaluate specialised programmes of work to encourage and promote a pupil's social emotional and behavioural development

Headteacher | Laura Astarita

Deputy Headteachers | John Puddefoot & Charlotte Taylor

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- To work with teaching staff/ Senior Leadership Team in devising and implementing individual learning plans to promote pupils' academic, social, emotional and behavioural development
- To plan and facilitate structured games and activities, to support pupils to make appropriate use of unstructured times
- To plan and implement approaches such as regulation that could be used to support pupils both individually and within a group
- To work with individuals & groups both within and outside the classroom setting
- To be responsible for a dedicated/shared room for activities
- Organise activities to support pupils who have difficulties at break time
- Help students to manage and resolve conflict by using and teaching them a variety of strategies
- To observe and monitor pupil progress, adapting an agreed approach to meet particular needs, recording and maintaining records of pupils' development and progress
- Work effectively and collaboratively with teachers, support staff and external support as required to ensure effective provision for all our pupils
- Under the direction of the Lead Wellbeing Mentor and Senior Leadership Team, help to create criteria for identifying those students who need Well-being Mentor support
- Help plan the reintegration of students after extended absence or suspension
- Outreach to families whose home circumstances appear to present a significant barrier to successful learning, and work with parents to help their children achieve their targets
- Monitor children's progress before, during and after intervention to measure the impact of the intervention strategy on progress; include student evaluations
- Maintain a record of evaluations as evidence of effective practice, support and guidance
- Identifying, in association with school staff, pupils who would benefit from mentoring
- Supporting pupil parliament sessions and emotional support groups where necessary
- Networking with other Mentors to lead on good practice
- Create a directory of resources, activities, organisations and support services which can be drawn upon by staff/parents to support children identified
- Regularly monitor and reward the achievement of children working who are having mentoring support
- Attend and participate in multi-disciplinary meetings contributing to the sharing of information and/or planning in relation to specific pupils
- Undertake a range of administrative duties relevant to the post
- Attend TIPs and PRICE training
- Participate as required in relevant training which has been identified by the members of the Senior Leadership Team or Leading Mentor
- To carry out risk assessments in consultation with teaching staff prior to activities
- Ensure confidentiality is maintained at all time
- Any other duties relevant to the work of the post holder as requested by the Headteacher

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- To administer first aid to pupils across the school

It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

#### Other Responsibilities

To undertake such duties of a similar nature as may be reasonably directed by the Headteacher from time to time. The duties and responsibilities of the post may vary from time to time according to the changing needs of the school.

The postholder shall ensure the duties of the post are undertaken with due regard of the Trust's Health & Safety Policy and to their personal responsibilities under the provision of the Health and Safety at Work Act 1974 and all other relevant subordinate legislation.

*The postholder shall carry out these duties with due regard to the Trust policies, procedures and priorities.*

- All Connect Education Trust Staff Will Promote equality of opportunity
- Follow Safeguarding Guidelines and Child Protection policy/procedures
- Contribute to producing/delivering priorities in the Trust Strategic Development Plan
- Keep their own performance under review, contributing to monitoring, evaluation and review and participate in performance management/appraisal
- Promote positive attitudes and behaviour
- Contribute to the smooth day to day running of the Trust
- Be committed to achieving the school values
- Work to develop the Trust as a successful inclusive Trust
- Respond promptly to concerns from parents, staff or students
- Promote the Trust in the community
- Work in partnership with all colleagues including the Local Governing Board and Board of Trustees
- Support Code of Conduct for staff
- Have regard for and act in accordance with Health and Safety policy/practice
- Celebrate success of pupils and staff

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## Person Specification

	E s s e n t i a l	D e s i r a b l e
Experience working as a member of support staff in a Mainstream School	Y	
Experience of successful working with primary or secondary aged children on an individual and group basis in supporting their learning and development	Y	
Good interpersonal skills and an ability to relate and communicate effectively with children, staff and parents.	Y	
A good level of literacy and numeracy skills with at least a qualification at GCSE grade C or equivalent.	Y	
A qualification related to this post e.g., Level 2 Certificate in Supporting Teaching and Learning in Schools or Level 3 Diploma in Specialist Support for Teaching and Learning in Schools		Y
Thorough understanding and experience of Trauma Informed Practice and Attachment	Y	
PRICE Techniques Trainer or willingness to work towards	Y	
Experience of supporting and/or training the wider staff team in regulation techniques	Y	
Good standard of spoken, written and comprehension of English	Y	

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Ability to engage constructively with and relate to a wide range of young people and families/carers with different cultural and social backgrounds.	Y	
Ability to identify potential barriers to learning and jointly engage in strategies to overcome these barriers	Y	
Knowledge of a range of behaviour management strategies & techniques	Y	
Proven skills and ability of working with primary or secondary age children with special educational needs		Y
Proven skills and ability of working as a member of support staff to support children with challenging behaviour	Y	
Demonstrate competence in networking, facilitating and developing others		Y
Excellent verbal and written communication skills	Y	
Demonstrate proficiency in use of technology	Y	
Ability to work effectively with a wide range of support services	Y	
Evidence of continuing and relevant professional development		Y
Ability to keep neat and accurate records	Y	
Ability to maintain a neat and tidy working environment	Y	
Ability to create and maintain display boards to enhance learning	Y	
Ability to work calmly under pressure, with the ability to adapt quickly and effectively to change in circumstances/situations.	Y	

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Patience and ability to remain calm in stressful situations.	Y	
Ability to be strong even in difficult situations, hold nerve and stay positive.	Y	
Ability to manage safely moving and handling techniques (training can be given)	Y	
Ability to manage the physical aspects of working with children with SEN (such as floor work, standing for prolonged periods, toileting and changing)	Y	
Ability to cope with the requirements of the post, which will include working with pupils who have emotional/behavioural/physical difficulties.	Y	

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