



CANNOCK CHASE HIGH SCHOOL

A C H I E V E M E N T F O R A L L

Inclusion and Mentoring Officer

Job Description

Location: Cannock Chase High School, Hednesford Road, Cannock WS11 1JT
Line Manager: Inclusion and Mentoring Officer
Job Grade: Grade 5
Hours of Work: 37 hours Term Time (39.2 weeks)

Statement of Purpose

To support students in school support bases and alternative provision with personal, social, developmental and behavioural problems to help them to identify and realise their potential both inside and outside of school.

Support to Students

- Support, in liaison with the Inclusion and Mentoring Manager and all school staff, students with personal, social, developmental and behavioural problems.
- Mentor students in support bases in school not working to a full-time timetable.
- Support with the placement of students on alternative provision and under the supervision of the Inclusion and Mentoring Manager set up and maintain accurate records, referrals and reviews.
- Participate in the comprehensive assessment of students in support bases.
- In conjunction with other staff, develop and implement individual education / behaviour / support / mentoring plans for students.
- Develop 1:1 mentoring relationships with students needing particular support where necessary, aimed at reintegration of students back to mainstream education/full curriculum.
- Identify and implement preventative strategies related to personal problems, behavioural issues, examination stress, decision making, anxiety and relationship issues.
- Develop and maintain positive relationships with students needing support.
- Attend appropriate meetings to discuss options for levels of pastoral support with parents / carers, the Inclusion and Mentoring Manager and middle and senior leaders.
- Co-ordinate all students support strategies with external agencies such as CAMHS, Young Carers, Social Services and School Nurse.
- Support students and families in applications for EHCNA's and other SEND needs and referrals where applicable.
- Be "on-call" to respond to urgent issues requiring immediate support for students when in lessons or around the school.
- Support students in lessons if required for the reintegration.
- Facilitate the sharing of information through participation in meetings between relevant agencies.
- Keep regular and confidential records relating to students in support bases.
- To support the staged transfer of a student into the support base, where appropriate, and co-ordinate their successful exit and re-entry into mainstream classes.

- Provide feedback to all stakeholders in relation to progress, achievement, behaviour, attendance etc.
- To support with safeguarding across the school and working closely with the Senior Deputy Designated Safeguarding Lead to manage referrals, support students and staff, keep safeguarding files up to date through clear records of the summary of the concern, how it was followed up, actions taken and outcomes.

Support for Home/School Links

- Build constructive relationships and maintain regular contact with families/carers of students, to keep them informed of the student's needs and progress and to secure positive family support and involvement.

Support to School

- Conduct home visits with colleagues as required.
- Promote and safeguard the welfare of students you are responsible for or come in into contact with.
- Be aware of and comply with policies and procedures relating to safeguarding and child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Keep accurate, timely and relevant records in line with the schools' procedures.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with students needs as appropriate during the school day.
- Keep/maintain an accurate record of student's success/progress in support bases/alternative provisions and undertake regular reviews of placements.
- To have full knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for students.
- Contribute to the resources used by Inclusion officers in supporting students.
- Undertake a First Aid Qualification
- Undertake minibus driver training/license.
- Under the direction of the Inclusion and Mentoring Manager, deliver the Forest Schools (and other similar programmes) to students and undertake any relevant training.
- Any other duties which are required and commensurate with the post.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.



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Inclusion and Mentoring Officer

Person Specification

Factors	Measured by
Experience	
Experience of working in an education setting committed to the inclusion agenda.	AF/I
Experience of working with students demonstrating challenging behaviour or dealing with disadvantaged circumstances.	AF/I
Qualifications/Training	
Training in the relevant strategies for supporting students.	AF
Knowledge and Skills	
Ability to work effectively with, relate to and earn the trust of young people, families and carers.	AF/I
Ability to work effectively with, relate to and earn the trust of teaching staff, senior management and external agencies.	AF/I
Able to engage and work with young people, including those we are disaffected.	AF/I
The ability to identify the challenges and barriers that many young people experience and to engage in strategies to help them to overcome these.	AF/I
An active listener.	AF/I
A team player.	AF/I
An ability to negotiate and plan individual goals.	AF/I
Good communicator with adults and young people, both verbally and in writing.	AF/I
Good time management skills.	AF/I
Able to work under pressure and to meet deadlines.	AF/I
Able to maintain confidentiality.	AF/I
Personal Qualities	
Be customer focused.	AF/I
Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.	AF/I
Open, honest and an active listener.	AF/I
Takes responsibility and accountability.	AF/I
Committed to the needs of the students, parents and other stakeholders and challenge barriers and blocks to providing an effective service.	AF/I
Demonstrates a "can do" attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.	AF/I
Is committed to the provision and improvement of quality service provision.	AF/I
Is adaptable to change/embraces and welcomes change.	AF/I
Acts with pace and urgency being energetic, enthusiastic and decisive.	AF/I
Communicates effectively.	AF/I
Has the ability to learn from experiences and challenges.	AF/I
Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.	AF/I

AF = Application Form

I = Interview

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***