

**ENTERPRISE LEARNING ALLIANCE**

**JOB DESCRIPTION**

**Job Title:** LeadEarly Intervention Mentor

**Grade:**  KS7 £25378- £28466 pro rata plus two weeks

**Location:** Thanet and Dover

**Contract Type: Full time -** 37 hours per week – Term Time plus two weeks -

**Job description**

The Lead Early Intervention mentor will be responsible for leading the Primary intervention provision in the mornings; planning and delivering intervention sessions to achieve positive outcomes for the social, emotional and mental health needs for the pupils that attend using the Thrive approach to underpin all intervention.

Early Intervention Mentors provide support to pupils within the ELA and the referring schools in the Thanet deal and Dover area. They need to be highly skilled in addressing the needs of pupils who require assistance in overcoming barriers to learning in order to achieve their full potential.

You will work with a range of pupils, but give priority to those who need the most help, especially those experiencing multiple disadvantages. The variety of issues covered is vast, ranging from punctuality, absence, challenging behavior and abuse, to working with able and gifted pupils who are experiencing difficulties.

You will work with pupils on a one-to-one basis, in small or large groups, within the Enterprise Learning Alliance in mainstream schools and off site settings, with a focus on re-integration underpinning all activities.

Tasks include:

* Leading the Primary intervention service working with small groups of Primary pupils implementing SEMH actions plans to support their social and emotional development.
* Liaising with staff to identify pupils who would benefit from a SEMH assessment and creating SEMH action plans to support those pupils.
* Liaising with staff to identify pupils who would benefit from mentoring.
* Helping pupils who are underperforming in their subjects or require SEMH support on a one-to-one basis outside the classroom;
* Implementing strategies and supporting pupils in self-esteem and confidence-building activities;
* Listening to and helping pupils resolve a range of issues that are creating barriers to learning;
* Conducting restorative approaches meetings to help facilitate successful re-integration.
* Liaising with the careers lead to help prevent pupils becoming NEET
* Drawing up agreed action plans with pupils, outlining the aims of the mentoring, and monitoring their progress;
* Monitoring attendance and punctuality of pupils;
* Visiting parents at home to discuss issues and problems, and running group sessions and workshops for parents at school;
* Advising parents on behaviour strategies and parenting skills;
* Networking with other learning mentors and teachers and relevant external agencies;
* Liaising with relevant professionals and individuals, e.g. educational psychologists, the police and other social services;
* Organising drop-in 'offload' sessions for pupils, where they can talk about a particular issue;
* Providing group activities such as anger management classes;
* Maintaining accurate records and preparing written reports and evaluations;
* Managing your own professional development through undertaking relevant training and sharing best practice with other learning mentors;
* Helping with transition activities for pupils moving between Key Stages.

# PERSON SPECIFICATION

1. Experience of supporting young people with emotional and behavioural difficulties across the Key Stages including vocational and community settings.
2. Experience of managing staff.
3. Experience of planning and delivering targeted interventions.
4. Thrive practitioner status is essential to the role – so the right person would either be a Thrive practitioner or undertake practitioner training within two years of the role commencing.
5. Excellent written and verbal communication skills and the ability to work effectively with schools, parents, young people and other agencies.
6. Knowledge of a range of SEN and associated needs that may affect the emotional welfare and behaviour of young people.
7. Assessment and other data analysis and tracking.
8. Knowledge of or up to date training in restorative approaches.
9. Experience of effective team working in educational settings.
10. Proficiency in IT skills, including the use of Microsoft Word, Outlook and Excel.
11. Proficiency in all aspects of Literacy and Numeracy, with a minimum requirement of Level 2 qualifications.
12. The ability to travel between provisions in a timely fashion.
13. Patient and calm, desire to provide the best possible opportunities for all pupils. Able to create good relationships with children, staff, parents and external agencies. Organisation, time management, proactive and self-motivated.

This job description is provided to assist the post holder to know their principal duties. It may be amended from time to time in consultation with you, without change to the level of responsibility appropriate to the grading of the post.