

JOB DESCRIPTION



Job title:	Intervention Mentor
Responsible to:	SEMH Lead and SENCO
Job purpose:	<p>To engage successfully with the named student and build a positive and productive relationship, which will foster learning and ensure the named student becomes a successful learner.</p> <p>To lead and deliver skill specific interventions based on SEND needs.</p> <p>To liaise with the broader staff team around supporting student needs, as well as with the SEMH Lead, Intervention Team and Counsellor about specific student needs.</p>
Key internal contacts:	<p>SEMH Lead</p> <p>School Counsellor</p> <p>SENCO</p> <p>SEND Team</p> <p>SLT</p> <p>Refocus Team</p> <p>Welfare Lead</p> <p>Teachers</p> <p>Students</p>
Key external contacts:	<p>Parents/Carers</p> <p>Outside Agencies</p>
Special consideration:	Hold a clear Enhanced DBS check

Key duties and responsibilities:

1. To be aware of School policies and procedures and support the School ethos.
2. To liaise with staff as appropriate, to enable effective support of the student's learning.
3. To promote all areas of need, taking key groups or students out where identified to allow students to reach identified targets.
4. To help the student develop emotion regulation and social skills and become a more effective independent learner.
5. To be aware of the student's individual needs and appropriate strategies for addressing them.
6. To help motivate the student and build his/her self-esteem.
7. To assist teaching staff with student engagement and motivation, to support student progress.
8. To establish a supportive and trusting relationship with the students.
9. To respect and maintain confidentiality of sensitive information on file, or that divulged by staff, parents and students, in accordance with School policy.
10. To ensure that School policies are known and adhered at all times.
11. To promote the School positively within the local community and outside agencies.
12. To attend relevant meetings and INSET.
13. To engage in SEND team meetings, understanding allocations and managing personal timetable.
14. To engage in CPD and development opportunities to become an expert in interventions being led.
15. To maintain key records for intervention liaising with SENCO to transfer this information to Edukey.
16. With support of the SEMH Lead and SENCO, liaise with key leaders and teachers to ensure interventions link to identified student needs.
17. To support the next steps for students by working with the SEMH Lead, Intervention Team and SENCO to provide information regarding interventions and their impact/outcomes.

Trust

1. Promote the Trust's core themes of working with vulnerable young people and helping them to flourish;
2. Promote the safeguarding and welfare of children and young people; Complying with the Trust's policies and procedures (e.g. equal opportunities and health and safety);
3. Ensure high standards of behaviour and dress are maintained.
4. Attend Trust/Academy briefings, meetings and events as required by the Executive Principle or Headteacher.

Additional duties

You may be required to carry out additional duties, as the Executive Principle or Headteacher may reasonably request, which are commensurate with the post.

PERSON SPECIFICATION
Intervention Mentor

No.	Education and/or Experience	Priority 1 or 2	Method of Assessment
1.	Attainment of English and Maths qualifications equivalent to GCSE grade A-C.	1	A
2.	Experience of working with secondary aged students with behavioural difficulties and learning needs on a one-to-one basis or in small groups.	1	A, I
			A, I
	Skills and Abilities		
3.	Be able to work calmly under pressure with the ability to adapt quickly and effectively to changing circumstances/situations.	1	A, I
4.	Have a creative approach to problem solving and use this to inspire and motivate students.	1	A, I
5.	Have excellent communication skills in order to build rapport with children, colleagues, parents and outside agencies both verbally and in writing.	1	I
6.	The ability to record and assess pupils' progress and performance and write reports on student development.	1	I
	Knowledge		
7.	Knowledge of and the ability to support the delivery of a broad and balanced curriculum programme in order to develop literacy and numeracy.	2	A, I
8.	Understanding of Windows software for demonstrating in the classroom and for administrative purposes.	1	A, I