



NORTHAMPTON SCHOOL *for Boys*

JOB DESCRIPTION

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Post: **Emotional and Social Difficulties (ESD) Mentor**
With additional responsibility for day to day management of LAC and PLAC students and the management of their PEPs and ePEPs

Line Manager: **SENCO**

All staff are expected to:

- uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- to promote fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law
- treat students with dignity and at all times observing proper boundaries appropriate to a professional position
- have regard for the need to safeguard students' well-being, in accordance with statutory provisions
- uphold school policy and practice, promote actively the agreed policies of the school and implement the Code of Behaviour and Dress Code as a matter of routine
- follow agreed school policies for communications within the school
- ensure that accommodation is treated with respect and in line with any Health & Safety procedures
- play a full part in the life of the school community, to support its distinctive mission and ethos, and to encourage staff and students to follow this example
- comply with the school's Health & Safety Policy and undertake Risk Assessments as appropriate
- be thoroughly professional and demonstrate consistently high standards of personal and professional conduct
- maintain high standards in their own attendance and punctuality
- work as a member of the support staff team and to contribute positively to effective working relationships
- communicate effectively with fellow members of the team
- be courteous to colleagues and provide a welcoming environment to visitors and telephone callers
- comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

Responsibilities of all members of the AITeam:

- use specialist skills/training/experience to support students with specific needs
- support students consistently whilst recognising and responding to their individual needs
- establish productive working relationships with students, acting as a role model and setting high expectations
- promote the inclusion and acceptance of all students within the classroom
- encourage students to interact and work co-operatively with others and engage all students in activities
- promote independence and employ strategies to recognise and reward achievement of self-reliance
- provide feedback to students in relation to progress and achievement
- liaise with relevant external agencies to ensure best practice for targeted students
- meet and greet identified students as appropriate
- determine the need for, prepare and maintain general and specialist equipment and resources, providing resources, advising curriculum teams and adjusting activities according to student needs
- help students to access learning activities through specialist support and by co-ordinating and running small group and 1:1 withdrawal, observation and consultation sessions as required during the school day
- monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour
- be aware of and comply with all policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, inclusive learning and all policies pertinent to the role
- be aware of and ensure all students have equal access to opportunities to learn and develop
- contribute to the overall ethos/work/aims of the school
- establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of students.
- attend and participate in relevant meetings including Parents Evenings as required
- participate in training and other learning activities and performance development as required
- recognise own strengths and areas of expertise and use these to advise and support others
- supervise students on visits, trips and out of school activities as required
- liaise sensitively and effectively with parents/carers as agreed within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
- Any other duties as may be requested from time to time by the Headmaster or his agent.

Specific Roles and Responsibilities:

Job Purpose

- To work under the guidance of the Emotional and Social Difficulties Intervention Leader within an agreed system of supervision, to implement programmes with individuals/groups with ESD needs, in or out of the classroom. (This will include liaising with teaching staff about the needs of the student/s, ensuring they are able to access the curriculum and may include the management or preparation of resources or delivery of specific programmes within the provision.)

- Be responsible for keeping and updating records as agreed with the SENCo and ESD Leader, contribute to reviews of systems/records as requested and contributing to the information required for SIMS and the school provision map
- To assist in the provision of support for ESD students in the school, and to assist the Emotional and Social Difficulties Intervention Leader in support of the G4 work room.
- Be a Champion to LAC and PLAC students to support the school in addressing the needs of LAC and PLAC students who require particular support to overcome behavioural, emotional or social barriers to learning in order for them to engage fully with learning in a mainstream context
- To work in close collaboration with others from the Additional Intervention Team
- Be responsible to the Designated Teacher for LAC for coordinating the statutory provision of reviews for LAC students
- To prepare related documents, attend and contribute to all three PEP meetings for each LAC student, potentially 50 meetings in the academic year 2019-20
- The completion of ePEPs and related administration tasks for LAC students following each of the PEP meetings including the setting of related targets
<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/virtual-school/Pages/personal-education-plans.aspx>
- Monitor the progress of the LAC pupils and inform staff if there are movements from the agreed targets
- Have knowledge of all LAC students to include the conduction of interviews in preparation for LAC meetings
- Observations of LAC and PLAC students in lessons
- Subject support in lessons for identified LAC and PLAC students
- Preparing students for LAC meetings and the contribution expected from them
- Liaising with teachers, CTLs and YTLs
- Liaising with those people and agencies involved in the caring of LAC students i.e. social workers, Virtual School, foster carers and children's home managers etc
- Support for LAC and PLAC students during lunchtime PP sessions
- Support for the workroom and G4 area

Major Tasks, Duties and Responsibilities

- Assist in the development of learning strategies to address student need including, social skills, self-esteem and building and maintaining appropriate relationships
- Provide level of attention appropriate to student's needs, modifying approach to ensure that desired outcomes are achieved
- Use specialist skills/training/experience to support students with specific ESD needs
- Assist with the implementation of IBP's for students identified with an EHCP or statement and the provision map or student profiles where appropriate
- Support the provision of a before school, break and lunchtime facility for ESD students to attend
- Create, coordinate and deliver structured programmes for students who require a behaviour intervention or programme
- Assist in the planning of transition arrangements including visits to the school by Year 6 students with an identified ESD history
- Observe and support ESD students in class as appropriate
- Operate within a timetable of activities for those students receiving one-to-one support, group work, internal exclusion and administration
- Support students and parents who required Educational Welfare and attendance based support programmes including Parenting Contracts

- Support and monitor students identified through Pupil Premium as required
- Work with the teaching staff to establish an appropriate learning environment using your specific knowledge and strategies relating to targeted students.
- Work with the teaching staff in lesson planning, evaluating and differentiating lessons/work plans as appropriate
- Be the point of contact for teaching staff for identified students with ESD needs
- Provide information for teaching staff on ESD students and give advice
- Take a lead role when required in Educational Welfare, EHA Coordination for those students identified by the Pupil Premium and/or Northampton School *for Boys* Pupil Welfare Team
- Take part in appropriate supervision and assist in training and development work as appropriate

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Support Staff are actively encouraged to undertake First Aid training in order to ensure that adequate first aid cover is always available in the school.

The school has a strict uniform policy with office dress code for Sixth Form students. It is therefore expected that staff will also follow the same high standards.

August 2019