Job title:	Inclusive Learning Mentor
Reports to:	Inclusion Manager
Business area:	Inclusion
Responsibility for others:	No

Purpose and context:

The post holder will work in an environment where an amount of personal decision-making and judgement is required. Decisions made and actions taken in this environment can have a significant impact on the department and the Group.

The postholder must have the ability to handle, in confidence, sensitive information about individuals which could cause distress if disclosed. The work will involve regular contact with a range of people to deal with matters that are complex as well as significant for the operation of the Group. Approaches taken, and decisions made are likely to promote harmonious and co-operative partnerships across the Group and other external agencies.

Colleagues work on a team basis and the postholder must be capable of working as a member of a team with a flexible and adaptable approach to work. Whilst the hours of work are normally 37 hours per week, the postholder will be required to be available to complete tasks in support of the Group and to meet the demands of the department which may change from time to time.

Duties and responsibilities:

To provide wrap around intervention for learners with SEND and other vulnerable characteristics on vocational programmes.

Enable rapid progress for students with SEND and other vulnerable characteristics in both vocational study and wider Preparing for Adulthood Outcomes.

Analyse student needs within the department and liaise with relevant colleagues to support the development towards meeting those needs.

Provide training and support for colleagues regarding SEND, Inclusion and other vulnerable characteristics.

The following list is intended to give an indication of the range of duties and responsibilities attached to the post and does not attempt to specify all aspects of the role.

To bring specialist knowledge related to SEND and other vulnerable characteristics to specific curriculum departments and support the movement towards to SEND Reforms.

To develop positive and constructive relationships with students, and enhance their academic, personal and social education and enable them to participate fully in all Group activities.

To provide an outstanding student experience through a personalised approach to teaching and learning in a targeted way.

Lead regular student voice activities to gain lived experience perspective and inform future planning.

Provide specific Social, Emotional and Mental Health support for young people who have experienced trauma or challenge.

To work with students individually and in groups to mitigate learning barriers related that prevent progress within the subject area.

Prepare, organise and deliver activities for students to aid their academic, personal and social development.

To work closely with the Personal Tutors and support with developing Individual Study Plans for students.

Engage with groups and individual students to support the development of transferable skills such as good attendance, independent learning and ambitious career planning.

Mentor and support students to encourage inclusion through challenging situations.

Undertake individual personal support with students to overcome barriers to their progression.

To positively challenge unacceptable behaviour and student attitudes where appropriate.

To share inclusive support expertise with curriculum staff through joint working and staff development initiatives.

Support the Group systems and strategies to identify and provide cohesive support to ‘at risk’ learners.

Refer students to Group services or external agencies in relation to their needs.

To provide data and reports for quality assurance, self-assessment and routine monitoring purposes as required.

Work across sites as required to meet the needs of the department.

Personal & Professional Development

Participate actively in the Group’s performance and development review programme and undertake appropriate staff development activities that support personal development and fulfil the corporate objectives and values of the Group.

Undertake appropriate learning and development including any academic, vocational and professional updating, and legal compliance training relevant to the post which fulfils the objectives of the Group.

Participate in a minimum of 30 hours (pro rata for part time) per year learning development.

Responsibilities of all employees:

- Undertake a proactive approach to safeguarding and promoting the welfare of all students, ensuring personal compliance with all Group policy and procedure relating to the safeguarding of students.
- Be alert to any indication or allegation of abuse and take appropriate action, as necessary.
- Committed to upholding British Values, celebrating equality and diversity, and maintaining a culture of respect and tolerance.
- Celebrate and value the diversity brought to our workforce by individuals, providing positive role models and an all-inclusive approach.
- Act in accordance with data protection legislation.
- Participate in team meetings and development opportunities as identified.
- Ensure the health and safety of students, staff, and resources within their scope of responsibility.
- Ensure risk assessments are undertaken, updated, and submitted in line with Group policy.
- Undertake appropriate learning and development, to the equivalent of at least 30 hours (pro rata) each year.
- Ensure students receive a positive introduction into College life through involvement in all identified aspects of the enrolment process.

Our Values:

Our values act as the moral compass for our organisation. They encapsulate the way we do things, how we behave and how we make our decisions. These are the values we stand behind -

Respect
We clearly communicate with transparency and integrity and show kindness and passion for the things we do

Inclusion
We create a safe and sustainable environment where all can thrive, enabling creativity and individuality

Ambition
We aspire for excellence, continually growing and looking for opportunities to innovate and develop

Collaboration
We take individual and collective accountability and work together to seize opportunities to continuously improve

This Job Description is intended to provide a guide to the duties and responsibilities of the post and to set in context within which the post holder will operate, duties may vary from time to time without changing the general character of the post. It should not be regarded as a legal document or a set of conditions of service.

An appointment to this post will be subject to an enhanced disclosure from the DBS, Children's Barred List (List 99) check, receipt of at least two satisfactory references, provision of evidence of identification and right to work, evidence of essential qualifications and medical clearance.

Person Specification: Inclusive Learning Mentor		
NOTE TO APPLICANTS – please ensure you note in your online application form how you meet the criteria below. This is used for shortlisting purposes.	**Criteria: Essential Desirable**	**Assessed: Application Interview Task References**
<u>Qualifications and Training:</u>		
GCSE grade A*- C / 9 - 4 in English and Maths or equivalent (as a minimum)	Essential	Application
Safeguarding and Prevent Training (or to be completed within one month of appointment)	Essential	Application
Level 3 Education and Training	Desirable	Application, Interview
A relevant SEND Qualification	Desirable	Application
<u>Relevant Experience:</u>		
Experience of SEND or other vulnerable characteristics	Essential	Application, Interview
Experience of supporting young people in a school/College setting	Essential	Application, Interview
Experience of supporting young people at risk of disengaging	Essential	Application, Interview
Experience of working with young people to address barriers to progression	Essential	Application, Interview
Awareness of a range of personal difficulties and anxieties experienced by young people	Essential	Interview
Experience of designing and delivering peer training sessions	Desirable	Application, Interview
<u>Skills and Knowledge:</u>		
Knowledge of SEND in education and inclusive learning practices	Essential	Interview, Task
The ability to communicate with staff and students and build up effective working relationships	Essential	Interview, Task
The ability to work on own initiative and as part of a team	Essential	Interview
The ability to provide support to help the positive integration of students into the Group	Essential	Interview
The ability to initiate and develop student participation	Essential	Interview

The ability to support students in a formal learning environment as well as in informal situations	Essential	Application, Interview
Ability to plan and deliver group work sessions	Essential	Interview
Ability to maintain accurate recordings and produce written reports	Essential	Interview
The ability to form and maintain appropriate relationships and personal boundaries with all students	Essential	Interview
Additional Factors:		
Flexible approach to working practices	Essential	Interview
To actively develop knowledge of the local community which the Group serves	Essential	Interview
To carry out such training, retraining and updating as may be necessary to fulfil the requirements of the post	Essential	Interview
A commitment to the principles of Equality & Diversity	Essential	Interview
As the Group is a multi-campus site, flexibility and willingness to work across all sites is required	Essential	Interview

Please note that due to the volumes of interest and applications, we are unable to give individual feedback to applicants where they have not been shortlisted and selected for interview.