



Inclusion and Behaviour Support Victoria Primary Academy

Post Title: Inclusion Mentor

Salary: C1 - C3 Actual Salary £24045.75 - £25274.25 (£32061.00 - £33699.00 FTE)

Hours: 37 hours per week. 38 Weeks plus 5 inset days

Reporting to: Head of School / Executive Principal

Fixed Term: July 2027



We are looking for an Inclusion Support with experience of working with young people to secure excellent outcomes. We need someone who is able to develop and sustain strong routines; inspire pupils to engage widely across school and embed a culture of relational practice with our most high need pupils and their families. This staff member will play a key role within our Resource Provision to support, teach and mentor. They will also be a lead practitioner within our Breakfast Club and afterschool provision to enable inclusive practice.

The successful candidate will help drive forward the culture of the school and set expectations by modelling practice and embedding expert inclusion strategies. They will need to be aware of the challenges that young people face and yet still command the highest aspirations for the pupils. They will support in the running of the resource provision and the specialist intervention of need across school. They will engage in training and CPD to continue their expertise.

We are interested in hearing from people who:

- Are ambitious, committed and hold relational values.
- Are passionate about developing children as learners and understand how children with SEND and SEMH learn.
- Able to regulate children and use relational approach and other techniques such as Team Teach.
- Have effective interpersonal and communication skills and work positively with learners and colleagues.
- Possess an ability to forge strong relationships with young people and colleagues, which is integral to this work.
- Can offer support to children and engage them both in the classroom and across the wider school community.
- Inspire, challenge, and motivate staff, and oversee the implementation of interventions/systems/policies and procedures which enable progress through positive behaviours for learning.
- Are able to implement clear and consistent systems to keep our young people safe.

We welcome informal conversation with candidates.

To arrange a conversation and / or a school visit, please contact Cindy Harrison : Cindy.Harrison@vpaleeds.co.uk

Duties and Responsibilities

Support For Pupils:

- Challenge and motivate pupils, promoting, and reinforcing self-esteem through specialist intervention. • Teach SEMH lessons and core sessions where needed on a 1:1, group work and with the resource provision base • Establish productive working relationships with pupils, acting as a role model and ensuring high expectations amongst all staff - promoting the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently to interact and work co-operatively with others and engage all pupils in activities whilst recognising and responding to their individual needs.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance. • Provide feedback to pupils in relation to progress, achievement, behaviour, and attendance. • Provide pastoral support to pupils' and provide advice to assist in their social, and emotional health development. • Collaborate with the SENCo and other staff to determine provision for those in need of particular help. • Assist staff with the development and implementation of Individual Support plans.
- Support the supervision of pupils during play/lunchtime and during transitions throughout

school. Support for Colleagues:

- Work with all teachers and other staff in evaluating and adjusting provision for pupils, as appropriate. • Provide objective feedback to staff to build confident practice and aid whole school improvements.
- Support teachers to promote and ensure health and safety, positive values, attitudes, and good pupil behaviour - dealing promptly with conflict and incidents in line with the established relational policy. • Support teachers to increase pupils' access to learning using appropriate strategies, resources etc. • Support teachers to create and maintain positive, relational, and productive working environments, and in the development of Support Plans/provision/interventions to enable all pupils to thrive.
- Support teachers in their implementation of advice through liaison with the SEND team and/or professional partners (Ed Psych/Occupational Therapist/SENIT/STARS/SALT) to assist them in meeting a range of complex needs.
- Develop and implement appropriate behaviour management strategies and monitoring of systems. • Be responsible for maintaining and updating records, information and data as agreed with school leaders, contributing to reviews of systems/ records as requested and producing analysis and reports as required.

Support for the school:

- Develop and ensure compliance with policies and procedures relating to child protection, health, safeguarding, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with agencies to support achievement and progress. • Participate in training and other learning activities and performance development as required. • Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate, particularly with regard to behaviour management.
- Undertake planned supervision of pupils on visits, trips and out of school activities as required.

Support for Parents & Families:

- Effective communication with parents, families, and other stakeholders to ensure an accurate understanding of school attendance and performance.
- Ensure high quality communications celebrating improvement as well as addressing challenges. • Support families with parenting and decision making at home, and signpost any additional support required. • Work closely with the Strategic Safeguarding Lead and SEND team to develop an understanding of the support available to children and families through the local cluster and /or the local authority support services.

General:

- To undertake any other duties, commensurate within the grade, at the discretion of the Head of School/Executive Principal.
- Be familiar and comply with all relevant Health and Safety, Operational, Personnel, Child Protection,

- To develop & promote high standards throughout the Academy.
- Ensure equality of opportunity is afforded to all persons both internal and external to the authority, actively seeking to eliminate any direct or indirect discriminatory practices/behaviour.

Person Specification

Inclusion Support	Inclusion Support	How Identified
PERSON SPECIFICATION		
	Essential / Desirable	Application / Interview

Education and Training	
GCSE Maths and English (Grade C or above, or equivalent) E	A / I
Commitment to all CPD offered E	A / I
ICT Skills and systems E	A / I
Level 3 qualification D	A / I
Thrive Practitioner D	A / I
Specific training in interventions/SEND/SEMH D	A / I
Team Teach Instructor / Willing to be trained E	A / I
First Aid Instructor / Willing to be trained E	A / I
Relevant experience	
Relevant experience of managing child protection / safeguarding E	A / I
Relevant experience of cross agency working E	A / I
Relevant experience of working with children with SEN / SEMH needs E	A / I
Experience of therapeutic interventions E	A / I
Experience of teaching children aspects of the national curriculum E	A / I
Experience of using restorative practices. D	A / I
Relevant experience of delivering training/advice/support to parents and/or staff D	A / I
Experience of working with children and young people with special educational needs and/or social, emotional, and mental health difficulties. E	A / I
Experience of leading / delivering training in school. D	A / I
General and Specialist Knowledge	
Understanding of pupils with SEMH and SEND E	A / I
An understanding of mental health and wellbeing E	A / I

A thorough working knowledge of relevant safeguarding, child protection, equality and health and safety policies, codes of practice and legislation. E	A / I
Confidence in supporting the development of risk assessment around specific needs and behaviour. E	A / I
An understanding of the impact of trauma. E	A / I
Detailed understanding about relational practice and the associated theories underpinning the approach. E	A / I
A thorough understanding of the range of multi-agency support required and available to pupils. D	A / I
Knowledge of child development and learning and the factors that affect a pupil's capacity to learn. D	A / I
Strong coaching and mentoring skills. D	A / I
Working understanding of management information systems. D	A / I
Professional Skills	
Work with integrity with high levels of accuracy E	I
Ability to prioritise work and meet deadlines E	I
Ability to form strong relationships with pupils and parents E	I
Manage complex and diverse situations D	I
Work successfully with a range of colleagues D	I
Organise, develop, & implement programs of intervention (SEMH / SEN) D	I

Effective communication skills, both verbal and written, in order to maintain accurate records and documentation and provide written reports as requested. D	I
Confidence to challenge service leaders in order to identify solutions to help strengthen the service, in a collaborative, open, honest, and professional manner. D	I
Demonstrates a positive approach to leading others and supporting the team, with the ability to motivate others. D	I
Personal Attributes	
Operate with the highest standards of personal and professional conduct and integrity. E	A/I
Willing to work flexibly in accordance with policies and procedures to meet the operational needs of the trust and service. E	A/I
Willing to undertake training and continuous professional development in connection with the post. E	A/I

Work in accordance with the Trust's values and behaviours. E	A/I
Hold a full driving licence and be willing to undertake any travel in connection with the post. D	A/I
Clean driving license and access to a vehicle to make home visits / school visits D	A/I