

Cardinal Griffin Catholic College

Inclusion and Mentoring Lead



CARDINAL GRIFFIN CATHOLIC COLLEGE

JOB DESCRIPTION – Inclusion and Mentoring Lead

Post Title	Grade	Date
Inclusion and Mentoring Lead	NJC Grade 7	July 2025

Statement of Purpose

Under the direction of senior staff, contribute to developing inclusion approaches in the school by addressing the needs of students who need help in overcoming barriers to learning and developing their potential both inside and outside the classroom.

Support for Individual Pupils

- To ensure that all students are engaged and learning in their lessons and that students adhere to the School Code of Conduct.
- To contribute to the development of school inclusion policy and approaches.
- Working directly with staff and parents to improve individual student behaviour.
- To improve the behaviour and well-being of individual students by developing approaches based on our existing good practice.
- To work with vulnerable groups of students in the school (such as student carers, 'Looked After' students, students in crisis).
- To support the integration of students who have joined the school under difficult circumstances.
- Send work home and supporting the student's reintegration to school where they have been excluded for a fixed term as a result of their behaviour.
- Working directly with individuals or groups to raise self-esteem and confidence.
- To mentor specific students whether 1:1 or with small groups as directed
- Working with outside agencies and parents in monitoring individualised programmes of support.
- Liaising with external agencies, parents and teachers to explore and exhaust possible inclusion strategies.
- To deal with extremes of poor behaviour that cannot be contained within a classroom.
- To support the staged transfer of a pupil into the Learning Support Unit, where appropriate, and co-ordinate their successful exit and re entry in to mainstream classes. This can include anger management, behaviour issues, schools phobias and returning from periods of absence for any reason.
- Monitor homework and coursework completion for selected students.
- Support individual students with their work in the classroom.
- Support students who may have attendance/truancy issues.
- Liaise with parents when required.
- Liaise with external agencies/providers as necessary.
- Set up and monitor work placements.
- Attend regular meetings with appropriate senior staff.
- Support and counsel students: this requires being available during lunchtime and breaks for students to talk and report any issues that they have.
- Deal with any issues raised by students during confidential discussions promptly and inform relevant staff of the issues and the action taken.
- To liaise with parents, outside agencies, education welfare and the police with regard to confidential/sensitive information and complex issues.
- Remove disruptive pupils from classrooms as required by staff.
- To co-ordinate detentions, liaising with parents, students and staff.

Support Organisational Management

- To share appropriate data and information with the relevant staff.
- Contribute to the delivery of staff training related to behavioural issues.

Support to Pupils, Parents and the Community

- Supporting parents and students in crisis, liaising with identified personnel.
- To support staff by maintaining a high profile around the school.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with pupil needs as appropriate during the school day.

Behavioural Attributes

- Has a friendly yet professional and respectful approach, which demonstrates support and shows mutual respect.
- Open, honest and an active listener
- Takes responsibility and accountability
- Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service.
- Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations
- Is committed to the provision and improvement of quality service provision
- Is adaptable to change/embraces and welcomes change.
- Acts with pace and urgency being energetic, enthusiastic and decisive
- Communicates effectively
- Has the ability to learn from experiences and challenges
- Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
 - ***Attitudes to use of authority and maintaining discipline.***



Inclusion and Mentoring Lead Person Specification

Essential Criteria	Measured By
<p>Experience</p> <ul style="list-style-type: none"> • Experience of working in an education setting committed to the inclusion agenda. • Experience of working with pupils demonstrating challenging behaviours. 	AF/I
<p>Qualifications/Training</p> <ul style="list-style-type: none"> • NVQ 3 in Learning & Development Support Services for children, young people and those who care for them or equivalent qualification or experience in a relevant discipline. • English and Maths qualifications 	I
<p>Knowledge/Skills</p> <ul style="list-style-type: none"> • Ability to remain calm in situations of high tension. • Ability to manage own workload and work on own initiative. • Ability to work constructively as part of a team. • Ability to relate well to children and to adults. • Good ICT and record keeping skills. • Ability to communicate effectively both orally and in writing. • Good organising, planning and prioritising skills • Methodical with a good attention to detail. • Have the ability to deal with sensitive issues in a professional manner. 	AF/I
<p>Desirable Criteria</p> <ul style="list-style-type: none"> • Behaviour support experience • Undertake Safeguarding level 2 qualification • Knowledge of legislation and law surrounding school attendance 	AF/I

A = Assessed at Application Form

I = Assessed at Interview

T = Assessed through Test