

JOB DESCRIPTION

Post title:	Teaching Assistant – Engagement Mentor (<i>Level 4</i>)
Location:	Highfields Spencer Academy
Reporting to:	Vice Principal
Salary/Pay range:	NJC20-24
Hours of work:	Full time, Term time only

Purpose of the Role

The Engagement Mentor will support pupils and families to improve engagement with school, including behaviour, emotional regulation, attendance and access to learning.

They will work with teachers and leaders to remove barriers to learning, supporting pupils to regulate effectively and succeed in the classroom.

The role will lead and deliver targeted support, including behaviour, nurture and family engagement, ensuring all pupils are able to access a calm, safe and purposeful learning environment.

Main Duties and Responsibilities:

Working as part of this important team you will be required to carry out the following duties. The nature of the Academy Year requires some of these tasks to be done regularly whilst others will be on an annual cycle.

The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

Family Support

- Carry out home visits.
- Support with completing assessment forms on behalf of the school e.g. Early Help.
- Offer parents/carers advice, guidance and support with matters relating to health, personal care, dietary, behaviour needs etc.
- Work with and engage families who are 'hard to reach'.
- Provide workshops to parents/carers linked to pastoral and/or learning matters.
- Actively engage parents/carers in the day-to-day aspects of school, including more formal arrangements (such as annual reviews, parent's/carers evenings etc) or through informal arrangements (such as coffee mornings, open events, assemblies, sports days etc.)
- Make reasonable arrangements for families who cannot access school or its information due to a particular need e.g. an interpreter for a family with EAL needs.

Behaviour, Regulation and Inclusion

- Lead on supporting pupils with challenging behaviour, working proactively to remove barriers to learning.
- Support pupils to develop self-regulation strategies, using a consistent, relational and trauma-informed approach.
- Work with class teachers to implement and model effective behaviour strategies in line with the school policy.
- Provide in-the-moment support for pupils experiencing dysregulation, ensuring safe and effective de-escalation.

- Develop and deliver targeted interventions (e.g. nurture, emotional literacy, regulation groups) based on identified needs.
- Use assessment tools (e.g. Boxall Profile or similar) to identify need, track progress and evaluate impact.
- Support the development of individual behaviour/support plans, including for pupils with SEND.
- Contribute to the creation of a calm, consistent and predictable environment across the school.
- Work closely with SLT and teachers to analyse behaviour patterns and implement strategic responses.
- Support staff through coaching/modelling to build confidence in managing behaviour and supporting regulation.
- Liaise with external professionals (e.g. Educational Psychologists, Behaviour Support, SEMH services) where required.

Safeguarding

- To be part of the safeguarding team as a deputy designated safeguarding lead.
- To attend and update own CPD / training in line with relevant legislation i.e. Keeping Children Safe in Education, Working Together. In addition, keep up-to-date with local safeguarding matters through the Safeguarding Partnership website, e-bulletins and wider reading etc.
- To promote children's voice by gathering wishes and feelings through creative strategies in consultation with the DSL
- To keep accurate, detailed and secure records of any safeguarding actions undertaken as guided by the DSL. This includes using CPOMS.
- Undertake the necessary liaison and communication with the Local Safeguarding Partnership and other relevant agencies by attending meetings and sharing information relating to children's welfare where requested by the DSL.
- To manage a small case load of pupils where open to Early Help, Child in Need or Child Protection under the direction of the DSL.
- To take part in monthly supervision sessions with the DSL in line with school policies and procedures.
- Recognise and respond to behaviour as a form of communication, particularly in relation to safeguarding concerns.

Pupil Attendance

- To work with families, carers and other stakeholders to secure the highest standards of attendance and punctuality for all pupils in line with school attendance targets.
- Under the direction of the Principal, to deliver school systems to track and monitor pupil's attendance and punctuality across the school, working in line with school targets and DfE requirements.
- Where a pupil's attendance is a concern, under the direction of the Principal, hold a small case load of pupils where you will work with all stakeholders including external agencies to put in place early intervention and support, keeping records of this and evidencing impact.
- To make use of a range of data systems / tools to compare attendance figures nationally.
- Support systems that celebrate excellent attendance.

Relationships

- To maintain and develop effective relationships with all stakeholders including pupils, staff, parents / carers, Governors, Local Authority, Spencer Academies Trust and other bodies outside the school.
- To help in maintaining and developing effective communications and links with parents / carers and to provide positive responses to concerns and problems regarding their child's education.
- To assist in the liaison with other professional bodies, agencies and services.
- Build strong, trusting relationships with pupils to support emotional safety and readiness to learn.
- To develop and maintain a positive image of the school.

Teaching and Learning

- To lead on Nurture based support and intervention groups for those children who need this level of support.
- To lead and deliver intervention work, where required.
- To complete baseline assessments and use these to plan high quality interventions/nurture groups to support identified children across the school.
- To support in the classroom, where required which can include delivering whole classes, small groups and 1:1 session, planning and assessing to meet pupils needs and supporting over lunchtime.
- To actively participate in seeking and supporting and delivering high quality CPD experiences for all staff.
- To promote an engaging environment that stimulates learning and enhances the appearance of the school and expresses a multi-cultural ethos.
- Support pupils to access learning by addressing emotional and behavioural barriers.
- Adapt support to meet the needs of pupils with SEMH and additional needs.
- Supervise children during school visits and residential trips.

Line Management

- To manage and co-ordinate the work of Play Leaders within the academy and contribute to performance management & development planning.
- Allocate work effectively amongst team members with clear objectives ensuring they are working to the required standards, by managing individuals' performance and recognising positive contributions. Allow time to support team and encourage them to outline their needs etc.
- Provide and support team with regular opportunities to identify learning needs and development opportunities, to make the best use of their abilities.

Support for the Academy

- Provide short term cover supervision of classes.
- Support children and young people through transitions that occur in their lives, enabling them to manage them in a positive manner
- Share information about pupils with other staff, parents/carers, internal and external agencies, as appropriate.
- Attend, and contribute to planning meetings and staff meetings where appropriate
- Attend training where necessary and cascade information to other members of staff.
- Participate as widely as possible in the extra-curricular life of the school.

General

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Trust and Academy policies including in particular Health and Safety and Safeguarding.
- Participate in the Academy Performance Management process and undertake professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.
- These above-mentioned duties are neither exclusive nor exhaustive, the post-holder maybe required to carry out other duties as required by the Trust.



The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of safeguarding training.

Name:

Signature:

Date:

