



Job Description:	Mentor and Inclusion Room Supervisor
Location:	Crownhill Road, London NW10 4EP
Post-holder:	VACANCY
Reporting to:	Inclusion Lead
Scale:	Scale 4, Point 7 (within range 7 to 11) + London Weighting Allowance
Date:	June 2026

Mission Statement

In faith, one family

School aims:

We aim to provide a school experience which:

- In its breadth introduces each student to the fullness of a life rooted in the love of God, the values of our Foundress, St Claudine and the values of the Gospels.
- In its balance establishes attitudes which produce a concern for truth and respect for all others.
- In its relevance enables each and every student to make her positive contribution to society and live a good and happy life shaped by dignity and faith.
- Respects the uniqueness of each individual regardless of gender, ethnicity, faith, social background or ability.

Purpose of post:

- To mentor students on a one-to-one basis, on 6, 10 or 12-week programmes, and receive referrals.
- To plan and run circle time support group sessions, as directed.
- To work with groups of young people identified as not fulfilling their potential.
- To raise the opportunities of inclusive education and to facilitate reintegration into the school community mainstream through set procedures.
- To aid students in reflecting on and improving their understanding of the behaviour policy.
- To support in the development of strategies to identify and prevent students risking inclusion and/or exclusion.
- To work as a member of the wider school Inclusion and Pastoral Team
- To supervise students who have been sanctioned and those at risk of exclusion.

Key tasks:

1. Main Responsibilities

- Contribute to the overall ethos, work and aims of the school.
- To identify students who would benefit most from mentoring.
- Working closely with pastoral leaders, Pastoral Support Managers and other key staff in targeting support for those students at risk of underachieving.
- Have a full knowledge and appreciation of the range of extended services that could be drawn upon to provide extra support for pupils.
- To promote the speedy and effective transfer of pupil information at all stages of transition.
- Support the day to day working of the school behaviour management policy.
- Facilitate in coordinating the work of the inclusion room in line with the behaviour policy.
- Support the personal, social and academic development of students and promote their well-being.
- Liaise with appropriate members of the year team, subject teachers and support staff to design and implement positive and personalised behaviour management strategies.
- Be an active member in supporting colleagues in maintaining high expectations for standards of behaviour and achievement.
- Mentor students on a one to one basis in supporting their behaviour and attitudes to learning.
- Maintain a professional relationship with young people being mentored at all times.
- Establish relationships with students who experience inclusion and continue to support during school life.
- Deliver various programmes of support to focus groups
- To explore strategies and external opportunities to support students.
- To monitor the progress and development of students on programmes and in mentoring, in order to assess the impact of the support they have received.

2. Other specific duties:

Attendance, punctuality and uniform

- Liaise with the attendance and family liaison officer, Heads of Year and Pastoral Support Managers to communicate inclusion presence.
- Monitor student punctuality and highlight any patterns.
- Support school behaviour and dress code policies within the school.
- Promote the enrichment programme as appropriate in order to positively address disengaged students back into education.

Behaviour management

- Assist in the organisation and overseeing of the inclusion room supervision and ensure all stakeholders are informed of the Inclusion Room Programme.
- Supervise students during the inclusion period in the allocated room.
- Assist in the setting up of academic work undertaken during the period of inclusion.
- Support the monitoring of the daily behaviour report system to individual students, as well as lesson, punctuality, attendance, principal reports and any other relevant documents that may be used to evaluate and monitor a learner's progress.
- Undertake ad hoc patrol of school to monitor the behaviour of sanctioned students when back in the mainstream school community.

- Ensure students who have been removed from class have elements of curriculum continuity.
- Undertake duties at break time according to the duty rota and to cover breaks and lunches in inclusion.

Communication

- Attend meetings as appropriate and when requested.
- Assist with the organisation of presentation evenings and other key events associated with Inclusion.
- Complete administrative tasks as appropriate.

Family and student support

- Assist in the organization of information for internal/ external support services including inclusion meetings.
- Order and organise resources.
- Supervise students on educational trips and in school clubs/extracurricular activities as requested.
- Report all concerns about Child Protection / Health & Safety / security to the appropriate person.

General:

- Participate in trips and educational visits as required
- Undertake any other tasks which are reasonably requested by the school.
- Participate in the school's appraisal process.
- Support the House system and to be a member of the one of the school's six houses.
- Undertake appropriate training.

All staff could be required to carry out any other reasonable duty, as directed by the Headmistress, and are expected to be positive spokespeople for the school, and to role model the professional behaviours and attitudes we expect to see in the students.

All staff are expected to follow and adhere to all Trust and school policies.