



Holywell School
Job Description
Admin Assistant



JOB TITLE: Learning Mentor - EBSNA (Emotionally Based School Non-Attendance)

REPORTS TO: Deputy Headteacher Attendance / SENDCo

SALARY SCALE: NJC Pt 7 (32.5 hours per week TTO – Monday to Friday 8.45am to 3.45pm)
£20,076 p.a Actual

PURPOSE

To work under the guidance of the Deputy Headteacher Attendance / SENDCo to provide a focused EBSNA Provision to support students and families to re-engage with school and education. The provision will meet the DfE's requirements as stipulated in the Working Together to Improve Attendance 2024 policy. Responsibilities will include working with the Deputy Headteacher Attendance / SENDCo to formulate and implement agreed work programmes with individuals and small groups of students who have had long periods of absence from school, in addition to preparing and managing their learning resources.

This role will support the provision, aiming to slowly reintegrate students back into full-time mainstream education. The EBSNA Learning Mentor will provide additional support to students to help them to re-engage with their education. The EBSNA Learning Mentor will engage with students and families to build relationships and to raise the student's resilience, self-confidence and self-esteem – initially, this may be through a series of Home Visits and/or subsequent planned visits at local venues. Eventually, students will be re-introduced to the school environment via a bespoke on-site provision to gradually support students with barriers to learning and re-engagement with learning. You will deliver lessons within the environment or enable them to access lessons through online links to gradually build confidence and re-engage with the curriculum and each curriculum area.

MAIN RESPONSIBILITIES

- Listen, understand, empathise and support students and parents; helping them to overcome their barriers to attendance.
- Use the CBC EBSNA guidance to establish productive working relationships with students, acting as a role model and setting high expectations. This should include developing appropriate mentoring relationships to engage students, alongside supporting the identification of individual barriers to learning.
- Keep the Safeguarding Lead informed of your progress with students and parents.
- Work alongside the Pastoral and Safeguarding Teams to develop and implement Attendance Plans for EBSNA students, liaising with the Head of Year, Attendance Lead and/or Safeguarding Lead to monitor the success of the plans and make reasonable adjustments to them as and when required.
- Ensure that students see the benefits of good attendance and raise their aspirations, supporting them to work towards their future goals.
- Ensure effective and rapid transfer of appropriate information to appropriate school staff.
- Support students consistently whilst recognising and responding to their individual needs.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.

- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Taking into account any special needs involved, to aid the student(s) to learn as effectively as possible both in group situations and independently within the classroom and with withdrawn groups / individuals.
- To develop an understanding of the specific needs of the student(s) concerned, drawing on knowledge of various forms of special needs.
- To aid the student(s) to learn as effectively as possible both in group situations and on his/her own by, for example:
 - clarifying and explaining instructions
 - ensuring the student is able to use equipment and materials provided
 - motivating and encouraging the student(s)
 - assisting in areas of weakness e.g. behaviour, language, spelling, reading, handwriting and presentation
 - helping students to concentrate on and finish work set
 - meeting physical and emotional needs as required whilst encouraging independence
 - liaising with teachers, SENDCo, Assistant SENDCo and EAL Co-ordinator to devise complementary learning activities
- Promote the inclusion and acceptance of all students within the school and wider school community.
- Support with the feedback provided to students and parents in relation to progress and achievement.
- Challenge signs of disengagement and contribute to specific interventions to encourage re-engagement both with the student and their family.
- Work within the school's established safeguarding (and other) policies.

SUPPORT FOR THE SCHOOL

- 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 and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos, work and aims of the school.
- Establish constructive relationships and communicate with other agencies and professionals, in liaison with the teacher, to support achievement and progress of students.
- Attend and participate in regular meetings.
- Participate in training and other learning activities (including first aid training) as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Assist in the supervision, training and development of staff.
- Undertake planned supervision of students out of school hours.
- Supervise students on visits, trips and out of school activities as required.

RESPONSIBILITIES

- Be aware of and comply with policies and procedures relating to child protection, health and safety, equal opportunities, security and confidentiality, reporting all concerns to an appropriate person.
- Contribute to the overall ethos/work/aims of the school.
- Participate in training and other learning activities as required.
- Create and maintain an up-to-date Job Description.
- Participate in training and development opportunities.

- Ensure compliance by self and others with all health and safety policies and procedures.
- Ensure safe use by self and others of equipment and materials.
- Establish constructive relationships and communication with staff, parents, students and external agencies.
- Attend and participate in regular meetings, including team briefings.
- Treat all users of the school with courtesy and consideration.
- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all.
- Promote and ensure the health and safety of students, staff and visitors at all times.
- Work flexibly when required.

GENERAL EXPECTATIONS

- Promote the school's vision and ethos, encouraging the inclusion and acceptance of all students.
- ensure that the regulations and procedures relating to Health & Safety, are followed, taking responsibility for the safety, welfare and discipline of students within the learning environment.
- act as a role model for students, setting high expectations and acting in a professional manner.
- participate in appropriate meetings relative to the above duties
- use relevant equipment/ICT packages (e.g. MS Office, SIMS, E-mail)
- keep up-to-date knowledge of the range of external agencies and opportunities that can be used to provide extra support for the school
- ensure effective communication with all colleagues (teaching and support staff)
- share talents, skills, ideas and enthusiasms for the benefit of the whole school and be ready to accept responsibilities that extend beyond the classroom.

*** The Holywell Values (Which drive our vision and underpin our ethos)**

Kindness, Respect, Love, Peace, Courage, Hope, Community (Fellowship), Compassion, Care, Equality, Faith, Forgiveness, Grace, Humility, Justice, Joy, Resilience, Responsibility, Self-Esteem (Self-Worth and Self-Regulation), Service, Thankfulness, Tolerance