



## **JFS SCHOOL, THE MALL, KENTON, HARROW, HA3 9TE**

Executive Headteacher: Deborah Lipkin

Headteacher: Simon Appleman

Roll: 2,000 (incl. 600 in Sixth Form)

### **Inclusion Room Manager and Lead Learning Mentor**

**Pay scale SO1/SO2 £27,802 to £32,004**

**(Actual salary £24,349 - £28,029 – term time 39 weeks plus 1 week)**

*(depending on qualifications/skills and experience)*

We are seeking a dynamic, energetic and motivated individual with confident skills to become our Inclusion Room Manager and Lead Learning Mentor. This role is integral to the development of the school so the successful candidate will need to be experienced, resourceful, ambitious and hardworking.

In this role, your main responsibilities will include:

- Establish productive working relationships with, and manage and deliver support and guidance to students (and staff working with them) by removing the barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential.
- Arrange and develop one-to-one mentoring to promote, develop and maintain effective and supportive mentoring relationships with students in support of other school teaching and learning professionals and external agencies.
- Identify in liaison with the leadership group link students who would benefit from mentoring.
- Implement effective strategies to support students who for various reasons are struggling to cope with the demands of the curriculum.
- Manage and co-ordinate the work of other learning mentors to enable students to meet their agreed targets.
- Plan and oversee the organisation and management of the mentoring scheme within and beyond the Inclusion room.

If you are flexible and well-organised, adaptable and reliable, have a keen sense of professionalism and a positive attitude then apply now.

**For an application pack, please visit our website  
([www.jfs.brent.sch.uk](http://www.jfs.brent.sch.uk))**

**Closing date for applications: Noon on Friday 26 May 2017.  
Interviews will take place w/c 05 June 2017.**

*Please note that CVs alone will not be accepted.*

*We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. The appointment will be subject to pre-employment checks, including satisfactory Enhanced Level DBS clearance.*



## **JOB DESCRIPTION**

<b>Job Title:</b>	<b>INCLUSION ROOM MANAGER AND LEAD LEARNING MENTOR</b>
<b>Hours of work:</b>	<b>35 hours per week, Term Time Only</b>
<b>Pay Grade:</b>	<b>SO1/SO2 £27,802 to £32,004 (Actual salary £24,349 £28,029 – term time 39 weeks plus 1 week)</b>
<b>Reports to:</b>	<b>Deputy Headteacher - Student Wellbeing, Behaviour and Attendance</b>

---

## **PURPOSE OF POST**

Core responsibility: To ensure equality of access and progress for those students with identified additional needs.

- Establish productive working relationships with, and manage and deliver support and guidance to students (and staff working with them) by removing the barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential.
- Arrange and develop one-to-one mentoring to promote, develop and maintain effective and supportive mentoring relationships with students in support of other school teaching and learning professionals and external agencies.
- Identify in liaison with the leadership group link students who would benefit from mentoring.
- Implement effective strategies to support students who for various reasons are struggling to cope with the demands of the curriculum.
- Manage and co-ordinate the work of other learning mentors to enable students to meet their agreed targets.
- Plan and oversee the organisation and management of the mentoring scheme within and beyond the Inclusion room.

## **KEY RESPONSIBILITIES:**

### **Leadership and management:**

- To oversee and ensure quality provision is in place for students with additional needs that might otherwise be a barrier to progress
- To manage the Inclusion room, liaising with SENDCO, HoYs, PSOs and other colleagues as required.
- To develop and lead on CPD related to Inclusive practice.
- To work with the Teaching and Learning Lead and HOFs to develop Inclusive teaching practices.
- To ensure all statutory requirements are fulfilled.

- Take the lead in referring to, liaising with, and coordinating links with external agencies and with staff delivering in house interventions
- Attend INSET and conferences to keep abreast of developments in the areas of responsibility.

#### **Teaching and Learning and assessment:**

- Secure and sustain effective teaching in small groups and for individuals.
- Ensure robust tracking systems are in place so that the progress of students and the impact of quality first teaching and interventions can be measured for impact.
- Be a role model for effective differentiation and collaborate with others when planning programmes of intervention.

#### **Communication:**

- Ensure the leadership team and SENDCo are kept informed about issues related to Inclusion room.
- Ensure parents are fully involved in developing and reviewing their child's progress.
- Work in collaboration with other staff, keeping them informed of students' needs. and ensuring they have access to the strategies most appropriate for each student to make progress
- Lead the mentoring work within the School, identifying need and delivering appropriate strategies liaising with colleagues and parents as appropriate.

#### **Mentoring:**

- Co-ordinate, plan and implement a comprehensive range of interventions with identified students with barriers to learning.
- Receive and act on referrals of students whose progress is causing concerns from colleagues or parents.
- Keep accurate up- to- date and accessible records.
- To establish and develop effective 1:1 mentoring and other supportive relationships with children and young people. Each Learning Mentor will be linked to a specific year group to facilitate the development of relationships and for continuity of support. This will include the targeted intervention of students both in class and in small groups.
- To develop and implement personalised action plans for groups and individual students based on a comprehensive assessment of their strengths , needs and strategies for overcoming barriers to learning e.g. behaviour, motivation, aspirations and academic achievement. This will include the development of 1:1 mentoring material for personal and shared use.
- To monitor the progress of individuals at regular intervals and set new targets when appropriate. To formulate and regularly review three month plans for students who are underachieving or who exhibit specific barriers to learning.

#### **NOTES**

- The post holder is expected to undertake tasks commensurate with the grade of this post that may be outside the scope of this job description, as and when required, subject to operational requirements.
- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed appropriately and may be subject to modification or amendment at any time after consultation with the holder of the post.

- The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the Principal.
- This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The post holder's responsibility for promoting and safeguarding the welfare of children and young persons, for whom s/he is responsible or with whom s/he comes into contact, will be to adhere to and ensure compliance with the School's Child Protection Policy Statement at all times. If, in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risk to the safety or welfare of children in the School, s/he must report any concerns to the School's Child Protection Officer.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Name (*in caps*): \_\_\_\_\_



**PERSON SPECIFICATION**  
for  
**INCLUSION ROOM MANAGER AND LEAD LEARNING MENTOR**

<b>CRITERIA</b>	<b>ESSENTIAL/ DESIRABLE</b>
<b>QUALIFICATIONS AND TRAINING</b>	
Good general education up to Degree or equivalent	D
<b>PROFESSIONAL EXPERIENCE</b>	
Some previous experience of working with young people who have emotional or behavioural difficulties is desirable	E
Some understanding of how pupils learn	E
Teaching experience	D
A commitment to the safety and welfare of young people and a knowledge and understanding of the responsibilities that adults working with them have	E
<b>PROFESSIONAL KNOWLEDGE AND UNDERSTANDING</b>	
Full working knowledge of relevant policies/codes of practice/legislation.	D
Good working knowledge of databases, spreadsheets and relevant software, including SIMS	D
Awareness of policies and procedures relating to child protection	D
<b>ABILITIES AND SKILLS</b>	
Good inter personal skills that enable good relationships with young people and adults	E
Sensitivity to pupil's needs	E
An ability to deal with pupils so that they feel they have been dealt with consistently and fairly	E
An ability to convey authority and earn pupils respect, to treat them with respect, apply boundaries and motivate	E
The ability to work both independently and as member of a team	E
The ability to show initiative whilst knowing when to take advice	E
Good organisation skills and efficient working practices	E
Effective positive and proactive communication both orally and in writing	E
Evidence of flexibility and being open to new ideas	E
<b>PERSONAL QUALITIES</b>	
Adaptability, dedication and commitment	E
Commitment to equal opportunities and inclusion	E
Good role model to colleagues and students	E
Confident and effective approach to working with young people who have emotional and behavioural difficulties	E
Flexibility and a willingness to "help out where needed" when not supervising the Inclusion Room	E
Good judgement over matters of confidentiality and integrity in dealing with sensitive information about pupils	E
A manner and demeanour that is a role model for young people	E
Evidence of good interpersonal skills and the ability to work as member of a team and develop and maintain good relations with all members of the school community.	E
An understanding and commitment to Equal Opportunities both in service delivery and employment, and an understanding of its effective operation within a school	E

The School is committed to safeguarding and promoting the safety and welfare of children and young people and expects all staff to share this commitment. All appointments will, therefore, be subject to Enhanced Level Criminal Records Bureau disclosures and other relevant pre-employment screening, including checks with past employers. In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children and young people. Candidates also should be aware that any relevant issues arising from their references will be taken up at interview.