



Role title: Interventions Mentor

Reporting to: SENCo

Role outline and accountabilities

The purpose of the role will be to work in collaboration with the SENCO, Pastoral & Welfare Lead, teachers and learners to identify, plan, implement and review a number of academic and holistic one to one or small group intervention programmes for learners with complex SEMH needs.

Responsibilities

- To be responsible for implementing each of the intervention programmes to a consistently high standard.
- To review the progress made at the end of each programme, with recommendations for next steps.
- To keep detailed records and hold regular update meetings with other staff to feed back.
- To act as a 'Champion' for a specific agreed area e.g. Zones of Regulation, which will include updating staff of any developments, providing resources, developing information and displays across school etc.
- To support the SENCo with annual reviews and accompanying paper work and tasks
- To establish, develop and sustain productive working relationships with students, parents and staff of other schools/agencies acting as a positive role model.
- To help to create and promote a caring, supportive, purposeful and stimulating environment which is conducive to academic and social learning.
- To plan opportunities to develop the social, moral, emotional and cultural aspects of students' learning.
- Ensuring students attain, achieve and make appropriate rates of progress as determined by agreed targets.
- Provide feedback to pupils, schools, parents/carers, TPA and other relevant agencies of progress and developments through contribution to regular reviews and meetings.
- Emotionally, and at times physically, support students who are dysregulated and in distress, which could at times involve and the use of Team Teach techniques adhering to TPA policies and procedures.
- Uphold the exciting and stimulating shared vision, which fits within the overall Pivot strategy, and inspires and motivates students, staff and all other members of the school community.
- Providing a safe and orderly environment that protects and cares for the young people and staff based at TPA.
- To promote and actively support Pivot's responsibilities towards mental health and wellbeing of our pupils, your colleagues and your own mental health.
- To treat all students with dignity, observe proper boundaries and understand that every adult in the academy has a responsibility to safeguard children and young people.
- To carry out any other duties as requested by your manager.

Administration

- To maintain a regular system of monitoring, assessment, record-keeping and reporting of student's progress.
- Maintain individual student records as necessary and ensure that they are kept up to date using TPA Systems.
- Monitor incidents where students require positive handling and ensure appropriate recording and reporting takes place in accordance with TPA school policies.

Person specification

The person specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understanding of the post's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

Attributes	Essential	Desirable
Qualifications and experience	<ul style="list-style-type: none"> • Experience working with children and young people (paid or voluntary) • Experience of working with learners with SEMH needs • Experience of delivering a range of academic and/or holistic intervention programmes in a school setting • GCSE level of education or above 	<ul style="list-style-type: none"> • Experience working with primary aged children • Evidence of being able to build and sustain effective working relationships with young people, staff, parents/carers and the community
Knowledge and understanding	<ul style="list-style-type: none"> • Knowledge of positive relationship building • To have a basic understanding of safeguarding procedures • Interest in further training in order to meet learners needs 	
Skills and abilities	<ul style="list-style-type: none"> • Excellent administration skills • Efficient in IT, including all Microsoft Office packages • High level of resilience • An ability to keep accurate and up to date records • Ability to deal with challenging behaviour • Superb organisation skills and the ability to prioritise independently • Good communication skills, with the ability to build strong relationships with learners and professionals • Able to recognise potential barriers, think creatively how to overcome these and ensure these are communicated appropriately • Able to handle confidential and highly sensitive information • Able to work collaboratively but with a high level of autonomy 	
Personal qualities	<ul style="list-style-type: none"> • An interest in further training in order to meet learners needs • Reliability and integrity • Adaptability to changing circumstances / new ideas • Commitment to the safeguarding of our students • A commitment to inclusive education • Resilience and perspective • Empathy and respect towards others • Willing to work flexibly to support students 	<ul style="list-style-type: none"> • Determination to succeed and the highest possible expectations of self and others