



# CANNOCK CHASE HIGH SCHOOL

A C H I E V E M E N T F O R A L L

## Inclusion and Mentoring Officer

### Job Description

**Location:** Cannock Chase High School, Hednesford Road, Cannock WS11 1JT  
**Line Manager:** Progress Centre Inclusion and Mentoring Officer  
**Job Grade:** Grade 7  
**Hours of Work:** 37 hours Term Time (39.2 weeks)

### Statement of Purpose

To manage the Progress Centre with the primary purpose of supporting students who have been permanently excluded from mainstream schools and support them in returning to a mainstream setting. To take responsibility for the co-ordination of all new referrals made into the Progress Centre. To plan and initiate re-integration to a mainstream school and implement a successful package to enable Progress Centre students to activate and realise potential. To line manage the Progress Centre Pastoral Support Officer.

### Main Duties and Responsibilities

#### Support to Students

- To develop a 1:1 mentoring relationship with students needing particular support, where necessary aimed at achieving the goals defined in the action plan.
- To support the staged transfer of a student into the Progress Centre where appropriate, and co-ordinate their successful exit and re-entry into mainstream classes/schools. This can include but not limited to anger management and/or behaviour issues.
- To contribute to the decision-making process on the placement of Progress Centre students.
- Monitor homework and coursework completion for Progress Centre students.
- Support individual Progress Centre students with their work in the classroom.
- Support Progress Centre students who may have attendance/truancy issues.
- Liaise with parents when required.
- Liaise with the education inclusion officer from the local authority and external agencies/providers as necessary.
- Support and counsel Progress Centre students: this requires being available during lunchtime and breaks for students to talk and report any issues that they have.
- Deal with any issues raised by Progress Centre students during confidential discussions promptly and inform relevant staff of the issues and the action taken.
- To liaise with parents, the education inclusion officer from the local authority, outside agencies, education welfare and the police with regards to confidential/sensitive information and complex issues.
- To manage the behaviour of Progress Centre students.
- Support Progress Centre students in classrooms as required by teaching staff.

#### Support for Home/School Links

- Build constructive relationships and maintain regular contact with families/carers of Progress Centre students, to keep them informed of the student's needs and progress and to secure positive family support and involvement.

### **Support to School** (this list is not exhaustive and should reflect the ethos of the school)

- Undertake home visits with colleagues as and when required.
- Arrange alternative lesson plans and manage the Progress Centre timetable.
- Liaise with Directors of Learning Communities regarding learning materials.
- Assist with the management of Progress Centre students excluded from the classroom during the timetabled lesson:
  - discuss and identify issues for the student;
  - identify a way forward;
  - support the student to undertake some of the lesson working during the allocated time slot.
- To co-ordinate assessment data and prepare reports for Progress Centre students and all stakeholders.
- Keep accurate, timely and relevant records in line with the schools' procedures.
- Report the attendance of Progress Centre students appropriately to the local authority.
- Promote and safeguard the welfare of students you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to safeguarding and child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with students needs as appropriate during the school day.
- Any other duties which are required and commensurate with the post.

### **Support for Organisation**

- To have full knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for Progress Centre students.
- To facilitate the sharing of information between local agencies, schools, authorities and education staff in other schools, and be a point of contact for accessing a range of community and business-based programmes and specialist support services, for example, Social and Youth Services, Educational Welfare Service, Youth Offending Team and the Police.

Whilst every effort has been made to explain the duties and responsibilities of the post, each individual task may not have been identified. All staff will be expected to accept reasonable flexibility in working arrangements and comply with any reasonable request from their line manager, undertaking work or tasks of a similar level that is not specified in this job description.



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## Inclusion and Mentoring Officer Person Specification

Criteria	Essential or Desirable	Measured by
<b>Experience</b>		AF/I
<ul style="list-style-type: none"> <li>Experience of working in an education setting committed to the inclusion agenda.</li> <li>Experience of working with students demonstrating challenging behaviour or dealing with disadvantaged circumstances.</li> </ul>	Essential Essential	
<b>Qualifications/Training</b>		AF/I
<ul style="list-style-type: none"> <li>Training in the relevant strategies.</li> <li>NVQ 3 in learning and development and support services for children, young people and those who care for them or equivalent qualification or experience in a relevant discipline.</li> </ul>	Desirable Desirable	
<b>Knowledge/Skills</b>		AF/I
<ul style="list-style-type: none"> <li>Good ICT and record keeping skills.</li> <li>Good numeracy and literacy skills.</li> <li>Ability to work constructively as part of a team.</li> <li>Ability to relate well to children and to adults.</li> <li>Excellent communication skills.</li> <li>Have the ability to deal with sensitive issues in a professional manner.</li> <li>Good organisation skills.</li> <li>Ability to prioritise effectively.</li> <li>Influencing skills.</li> <li>Understand the need for confidentiality when appropriate and to ensure clear and sensitive communication.</li> <li>Experience or able to demonstrate the ability to line manage staff.</li> </ul>	Essential Essential Essential Essential Essential Essential Essential Essential Essential Essential	
<b>Behavioural Attributes</b>		AF/I
<ul style="list-style-type: none"> <li>Accepts, supports and quickly implements change.</li> <li>Builds personal relationships with stakeholders, through regular contact and consultation.</li> <li>Coaches and empowers team members to take responsibility for ensuring customer care.</li> <li>Understands the school's development plan and how it relates to team and individual objectives.</li> <li>Identifies and promotes best practice and encourage the sharing of ideas.</li> <li>Proactively seek opportunities to increase job knowledge and understanding.</li> <li>Takes responsibility for own and team actions.</li> <li>Is accountable for own development and encourages the ownership of development needs amongst team members.</li> </ul>	Essential Essential Essential Essential Essential Essential Essential	

A = Application Form      I = Interview

**Note 1:**

*In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:*

- motivation to work with children and young people;*
- ability to form and maintain appropriate relationships and personal boundaries with children and young people;*
- emotional resilience in working with challenging behaviours and maintaining discipline.*