

LONDON BOROUGH OF LEWISHAM

JOB DESCRIPTION

Designation: Outreach Mentor

Grade: S02 (Pt 27-29) term-time only

Reports to

(Designation): Outreach Manager

Grade: L17 (14-18 banding)

Department: Education

Directorate: Children and Young People

Section: Access, Inclusion and Participation

Main Purpose of the job:

1. Work as part of the Outreach Team and be involved in the further development of the Outreach Inclusion Service.
 2. Work with senior management/main point of contact in mainstream schools to help them identify pupils at risk of exclusion and consider strategies to enable schools to be inclusive whilst managing pupils' behaviour issues.
 3. Provide advice and support to teaching and support staff in mainstream schools with an aim at promoting the inclusion of those pupils with Social, Emotional and Mental Health (SEMH).
 4. Plan and deliver personalised programmes aimed at improving the behaviour and attitude to learning of targeted pupils in mainstream schools.
 5. Support children with SEMH difficulties and their families by providing high quality outreach support.
 6. Safeguard and promote the welfare of children.
 7. Ensure own well-being and that of others by establishing an appropriate balance between life and work.
 8. Undertake any other duties that may reasonably be required by the Outreach Manager.
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Summary of Responsibilities and Personal Duties:

Support for pupils:

1. Plan, prepare and deliver learning activities for individuals/groups.
2. Monitoring pupils and assess, record and report on pupils' achievement, progress and development.
3. Develop one to one or small group mentoring arrangements with pupils and provide support as and when required.
4. Promote inclusive practice through establishing productive working relationships with pupils, always acting as a role model.
5. Assist the teaching staff with the development and implementation of Individual education/behaviour/support/relational plans.

Support for School Staff:

1. Advise and assist in the development and implementation of appropriate behaviour management strategies to provide an inclusive environment.
2. Liaise with schools and other relevant agencies to feedback information regarding pupils being supported.
3. Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records etc., when required.

4. Establish constructive relationships with parents/carers, exchanging information, facilitating support for their child's attendance, access and learning, supporting home to school and community links.
5. Provide written feedback and resources to support school staff develop their inclusive practice.

Additional responsibilities:

1. Keep up to date records of all pupils you work with and record keeping re. the Outreach database.
2. Work alongside school staff, pupils and their parents/carers to ensure consistency and the best outcome for the pupil in their mainstream school. This will include attending meetings, where requested, with parents/ carers and any outside agencies.
3. Support mainstream schools in variety of ways including working with individual students, small groups, undertake observations and provide teacher support.
4. Provide both verbal feedback and written reports as and when requested by mainstream schools and other professionals/agencies including professional input for SEN panel and Lewisham's Fair Access Panel.
5. Provide INSET in mainstream schools as and when required.
6. Support the reintegration of students returning to a mainstream school.
7. To be an excellent ambassador for the OIS. Have proper and professional regard for ethos, policies and practices by maintaining high standards in your attendance, punctuality and standards of dress.
8. Attend SEN Panel to represent the OIS and attend other LA authority meetings.
9. Undertake recruitment/induction/appraisal/training/mentoring for all new members of the team.

Internal Contacts include:

Service Manager, Access, Inclusion and Participation
CYP Directorate colleagues
Youth Offending Team
Children's Social Care
Other colleagues across the Council
Fair Access Team and Panel
Elected Council members

External Contacts include:

DfE and other related government agencies
Admission Authority, schools including academies
Heads of support units and other agencies
Other local authorities
Parents and community groups

To carry out the duties of the post with due regard to the Council's Dignity at Work Policy and core values.

All employees are required to participate in the Performance Evaluation Scheme (PES) and to undertake appropriate training and development identified to enhance their work.

All employees are required to comply with the Council's Health & Safety policies and procedures at all times, taking due care for themselves, colleagues and members of the public.

Assist in carrying out the Council's environmental policy within the day-to-day activities of the post.

Undertake other duties, commensurate with the grade, as may reasonably be required.

Consideration will be given to restructuring the duties of this post for a disabled post holder.

THIS JOB DESCRIPTION MAY NEED TO BE AMENDED BY THE DIRECTORATE TO MEET THE CHANGING NEEDS OF THE SERVICE.

Number of fully managed staff: 0

Title:	Grade	No of posts
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Number of partially managed staff:

Title:	Grade	No of posts
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PERSON SPECIFICATION

JOB TITLE: Outreach Mentor

POST NO:

DEPARTMENT: Children and Young People

GRADE: SO2

The Person Specification is a picture of the skills, knowledge and experience needed to carry out the job. It has been used to draw up the advert and will also be used in the shortlisting and interview process for this post.

Those categories marked 'S' will be used especially for the purpose of shortlisting.

If you are a disabled person, but are unable to meet some of the job requirements specifically because of your disability, please address this in your application. If you meet all the other criteria you will be put forward to the initial shortlist stage.

ESSENTIAL REQUIREMENTS

CATEGORY

Job related knowledge/aptitude/skills

KNOWLEDGE

1. A clear understanding of the issues to be considered in the education of children and young people with social and emotional difficulties in mainstream schools. **S**
2. Sound knowledge of the theoretical framework of appropriate interventions for children with social and emotional difficulties in mainstream schools. **S**
3. A clear understanding of current and impending Special Educational Needs legislation and its relevance to pupils with social and emotional difficulties. **S**
4. Knowledge of classroom organisation and teaching strategies to facilitate access to the curriculum for children and young people with social and emotional difficulties in mainstream school settings. **S**
5. Ability to advise teachers, learning support assistants and parents on effective and relevant learning strategies. **S**
6. Ability to establish and maintain good relationships with children, parents and other professionals. **S**

SKILLS

1. Effective communication skills both written and oral.
2. Effective training skills to facilitate the development and delivery of training to teachers, parents and others.
3. Able to work in a multi-agency/multidisciplinary way to meet children's needs holistically.

EXPERIENCE

1. Of supporting children with social and emotional difficulties in school settings. **S**
2. Of assessing, planning and developing individual educational programmes for children with social and emotional difficulties for delivery by parents and school staff. **S**
3. Of effectively prioritising own workload to produce reports and or advice within specified timescales.
4. Experience across the key stages, including early years and key stage one. **S**
5. Have relevant work experience in a school setting (primary, secondary, alternative provision) as a HLTA or within a pastoral, inclusion or SEND Team. **S**

REQUIREMENTS

An Enhanced DBS -Child is required for the role.

GENERAL EDUCATION

Evidence of working with children and young people with social and emotional difficulties.

S**PERSONAL QUALITIES**

Sensitivity to the needs of children and young people with social and emotional difficulties and to the needs of their parents/carers.

CIRCUMSTANCES

No particular requirement.

PHYSICAL

Generally to meet LBL requirements for the post.

EQUAL OPPORTUNITIES

Commitment to implement the Council Equal Opportunities Policy related to this post and an understanding of how Lewisham's Equal Opportunities Policy relates to this post.

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