



Job Description

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| Job Title | Early Access Schools Team (EAST) Mentoring Practitioner |
| Primary Purpose of Job | To support students referred to this service to identify emotional wellbeing needs and strategies to help them access help and stay engaged with education |
| Responsible to | EAST Lead Practitioner |
| Conditions | Hours: 37.5 per week year-round, or scope for a termtime-plus contract c. 41 weeks per year Pay: from £13 per hour dependent upon experience Contract: 1-year fixed term PAYE from 1 September 2022, with potential scope for renewal dependent upon funding |

Main Duties

(a) Specific to the post

1. To support a cohort of x8 - 10 students approx. at any one time for an intervention lasting up to approx. 10 weeks – from acceptance of referral, through needs assessment, interventions and pathway planning to the point of closure / onward referral
2. To ensure support of your cohort follows the model outlined by the B&NES commission service overview relevant to this service
3. To support Reception to Year 11 students referred to this service through home and school visits, mentoring sessions and student-centred professionals' meetings
4. To work alongside school and families of students to identify needs, offering support, challenge and onward referral as required

5. To undertake student assessments, including support planning and risk assessments, in order to create a comprehensive and collaborative pathway plan to share with stakeholders at the end of the intervention
6. To work with school staff to enable students to access help and reasonable adjustments within school
7. To work with a person-centred focus throughout your engagement, as the first point of contact for referred students, schools and their families
8. To provide timely, accurate cohort data and evidence as required by Mentoring Plus and the BANES commission specification, including data enabling schools to be recharged a contribution towards the service
9. To collaborate with referrers and community partners to ensure best possible outcomes for your cohort, including internal team members
10. To contribute to Early Help Offers, Thrive Assessments and Education & Health Care Plan processes as requested
11. To model best practise and personal development, through effective use of supervision, reflective practise sessions and training workshops

(b) General responsibilities

1. To promote the values, objectives and practise of Mentoring Plus always
2. To engage with the wider team and programme of Mentoring Plus for the benefit of this cohort
3. To understand, carry out and enforce the policies and procedures of Mentoring Plus as detailed in the Staff Handbook, with an emphasis on child safeguarding
4. To help maintain accurate records, develop effective monitoring systems and contribute to verbal and written evaluations.
5. To consult and work in partnership with voluntary and statutory agencies
6. To promote and encourage the participation and empowerment of young people
7. To represent Mentoring Plus at external events where possible, including out of hours (for which TOIL is taken)
8. To support fundraising and volunteer recruitment activity for the charity
9. To undertake any other duties within the scope of the role.

Person Specification:

Essential (E) or Desirable (D)

Qualification / Training

- 1.1 Relevant professional qualifications in mental health, youth work, education, social work or other related fields (E)
and/or
Practical training in mentoring, coaching or equivalent models of practice for empowering children & young people (E)
- 1.2 Practical training and experience in application of solution focussed practise, restorative processes, Thrive approaches and mindfulness (D)

Experience of:

- 2.1 Supporting primary and / or secondary students facing significant challenges within education (E)
- 2.2 Delivering engaging one to one intervention for primary and / or secondary school students (E)
- 2.3 Achieving positive outcomes for students through collaborating with and positively challenging school staff and families (E)
- 2.4 Supporting child protection / safeguarding issues (E)
- 2.5 Undertaking student assessments, support planning, risk assessments, reviews and exit planning (D)
- 2.6 Enabling service-user involvement and participation within an organisation (D)
- 2.7 Collaborating with community partners to improve outcomes for students (D)
- 2.8 Managing a significant cohort of diverse students (D)
- 2.9 Supporting students in a multi-agency processes including school reviews (D)

Knowledge of:

- 3.1 Pastoral care and related systems within schools (E)
- 3.2 Structuring one to one interventions that respond to the diverse needs and interests of students (E)
- 3.3 Needs and concerns of students experiencing a range of mental wellbeing difficulties and related risk factors and vulnerabilities (E)
- 3.4 Practical knowledge of safeguarding and child protection (E)
- 3.5 Good working knowledge of using data management systems and MS Office applications (E)

Skills & Abilities:

- 4.1 Ability to quickly build positive relationships with students who are facing significant challenges, and with their families and schools (E)
- 4.2 Building effective relationships with fellow professionals and partner organisations (E)
- 4.3 Clear written and oral communication (E)
- 4.4 Working on own initiative and as part of a team (E)
- 4.5 Calm and positive presence when supporting significant safeguarding issues (E)
- 4.6 Compassion and courage in challenging internal and external staff (E)

Other

- 5.1 Entitled to work permanently in the UK (E)
- 5.2 Full driving licence, own vehicle and business driving insurance, and a willingness to transport young people across B&NES (E)
- 5.3 Willingness and ability to work occasional evenings for which TOIL is taken (E)

Safer Recruitment procedures will be followed including an enhanced DBS check and employment references taken and verified.

Mentoring Plus is committed to maximising inclusion irrespective of age, gender identity, sexuality, ethnicity, background, life experiences, disabilities, learning difficulties, lifestyle, beliefs etc, provided that individuals are able to meet the requirements of the role with appropriate support. We operate a strict equal opportunities policy for both adults and young people. Our central Bath premises have parking and are wheelchair accessible.