

Glebe School

An ambitious, inspirational trust, providing outstanding learning and support

JOB DESCRIPTION

Safeguarding & Inclusion Mentor

33.75 hours a week, 39 weeks a year (worked over 38 weeks)

Key Responsibilities and Duties	Supporting Students • Provide practical, targeted safeguarding and inclusion support that helps vulnerable pupils feel safe, develop emotional resilience and engage successfully in school life. • Work with an agreed caseload of pupils, prioritised with the Designated Safeguarding Lead (DSL), including pupils known to children's social care and those subject to Child in Need or Child Protection plans. • Deliver agreed safeguarding and inclusion interventions for identified pupils under the direction of the DSL, including structured one-to-one and small-group interventions with clear aims tailored to each pupil's needs and agreed support plan. • Build positive, consistent and trusting relationships with pupils, providing regular check-ins and a reliable point of contact. • Help pupils express their worries, recognise their strengths and understand how and when to seek help. • Undertake purposeful conversations with pupils to gather their views, wishes and feelings, using communication approaches appropriate to their individual needs. • Provide sensitive support for bereaved pupils and pupils experiencing mental health or emotional difficulties, within the scope of the role and training received. • Support pupils experiencing fears or anxiety and teach and practise strategies to help them recognise emotions, manage anxiety, regulate their responses and develop confidence and independence. • Create and use resources, visual prompts, modelling and rehearsal to help pupils understand and apply strategies in everyday school situations. • Support pupils to understand meetings, plans, decisions or changes affecting them using accessible language and appropriate communication resources. • Work with pupils experiencing barriers to attendance, including anxiety about coming to school, entering lessons or participating in the school day. • Provide practical support, including planned arrival check-ins, preparation for transitions, supported entry to lessons and agreed opportunities to regulate before returning to learning. • Help pupils practise agreed strategies in lessons and during unstructured times, working with teaching staff to provide consistent support. • Promote pupils' participation in lessons, friendships and wider school activities, gradually reducing additional support as pupils develop confidence and independence. • Monitor identified pupils' wellbeing, attendance, presentation, engagement and participation and promptly report any deterioration or emerging safeguarding concern to the DSL.
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Supporting the wider team

- Work closely with the DSL and wider safeguarding and pastoral team to provide coordinated support for vulnerable pupils.
- Work with pupils, families and relevant staff to understand barriers to attendance, learning, participation and inclusion and contribute to individual support and reintegration plans.
- Contribute to the school's agreed actions within Child in Need, Child Protection and other support plans, monitoring progress and following through agreed actions.
- Liaise with families, social workers and other professionals under the direction of the DSL.
- Ensure pupils' views and experiences inform safeguarding and inclusion support, and communicate agreed strategies to relevant staff to ensure consistent support.
- Gather factual information from teachers, teaching assistants and other staff regarding pupils' attendance, wellbeing, engagement and progress where required.
- Work closely with pastoral staff, teachers, teaching assistants and relevant specialists to coordinate support.
- Build positive and respectful relationships with parents and carers and maintain purposeful contact regarding pupils' wellbeing, attendance and engagement in line with safeguarding arrangements.
- Help parents and carers understand and reinforce agreed strategies, including routines, preparation for school and approaches to supporting anxiety and emotional wellbeing.
- In consultation with the DSL, provide information and signpost or support families to access relevant services.
- Contribute to meetings with families, colleagues and partner agencies to agree practical actions and review their impact.
- Provide practical and administrative assistance linked to the agreed pupil caseload.

Supporting the School

- Keep accurate, timely and factual records of pupil contact, safeguarding and inclusion interventions, family liaison, concerns and agreed actions on the school's designated systems (currently CPOMS).
- Record the purpose and agreed outcomes of safeguarding and inclusion interventions and review progress appropriately.
- Monitor the impact of support using pupil and family feedback, attendance information, engagement in lessons and evidence of pupils increasingly using agreed strategies independently.
- Recognise, record and report safeguarding concerns promptly in line with school procedures, including any deterioration in a pupil's wellbeing, attendance, presentation or safety.
- Provide concise updates to the DSL and relevant colleagues, sharing information securely and appropriately in accordance with school procedures.
- Maintain professional boundaries and explain confidentiality and information sharing to pupils in an accessible way.
- Recognise the limits of the role and seek guidance from the DSL where a pupil requires specialist assessment, clinical treatment or therapeutic intervention.

	• Support the preparation of relevant information for safeguarding and multi-agency meetings where required. • Contribute to accurate and effective information sharing between school staff and external professionals. • Handle safeguarding and pupil information in accordance with UK GDPR, data-protection legislation, confidentiality requirements and school policies. • Contribute to a culture in which safeguarding is everyone's responsibility and pupils feel safe, listened to, included and supported. • Uphold the school policy including staff code of conduct. • Promote pupils' dignity, equality and inclusion and contribute positively to the overall aims and values of the school. • Appreciate and support the work of other professionals. • Demonstrate suitability to work with children and young people. • Be aware of and support diversity and ensure all students have equal access to opportunities to learn and develop • Participate in training and other learning activities and performance development as required. • Participate in the school's performance appraisal/ performance related pay/performance development scheme in order to develop and enhance personal and service performance. • Undertake other reasonable duties appropriate to the role and grade, as directed by the Headteacher or DSL.
Safeguarding	<i>Glebe School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be required to undergo a child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. This role is exempt from the Rehabilitation of Offenders Act.</i>