



JOB DESCRIPTION

Post Title: Student Engagement Mentor

Ref: B/SCH/994S

Grade: Grade 8 PP 12-15

Hours/FTE: 37 hours per week, 39 weeks per year

Responsible to: Assistant SENDCO

Purpose of the Job

To provide specialist support for students whose social, emotional, mental health (SEMH) or behavioural needs create significant barriers to successful engagement in mainstream education.

The postholder will lead the day-to-day operation of a designated 360 Provision learning space, developing positive relationships with students, supporting emotional regulation, promoting engagement with learning and enabling students to access appropriate curriculum pathways.

Working closely with the Curriculum Leads, SEMH Intervention Practitioner and Communication and Interaction Lead, the postholder will implement personalised programmes that help students develop the skills, behaviours and resilience required to successfully engage in education and, where appropriate, reintegrate into mainstream lessons.

The Student Engagement Mentor will act as the operational lead for students accessing their designated 360 classroom, coordinating support, monitoring progress and evaluating the impact of interventions and provision.

Key responsibilities

Student Engagement and Relationship Building

- Support students in identifying barriers to learning and developing strategies to overcome them.
- Build strong, trusting and consistent relationships with students experiencing SEMH, behavioural and engagement difficulties.
- Lead the development individual programmes that promote engagement, resilience, self-regulation and positive attitudes towards learning.
- Promote high expectations, positive relationships and successful participation in education.
- Act as a positive role model for behaviour, communication and emotional regulation.
- Use attendance, behaviour, engagement and wellbeing data to identify emerging barriers and implement targeted support.
- Monitor the effectiveness of engagement strategies and adapt provision accordingly.

Operation of the 360 Classroom

- Lead the day-to-day operation of the designated 360 provision classrooms.
- Create and maintain a calm, structured and predictable learning environment.
- Establish routines that support emotional regulation, engagement and readiness to learn.
- Coordinate support provided within the classroom to ensure students access appropriate intervention, curriculum and wellbeing provision.
- Prioritise support according to student need and identified barriers.

- Ensure students engage productively in learning activities throughout the school day.
- Monitor attendance, punctuality, lesson engagement and participation
- Contribute to decisions regarding student placement within the provision.
- Escalate concerns and recommend changes to provision where required.
- Maintain accurate records relating to student engagement, behaviour, interventions and progress.

SEMH, Behaviour and Attendance Support

- Support students to develop emotional regulation, self-awareness and coping strategies.
- Implement agreed SEMH support programmes and intervention plans.
- Deliver targeted mentoring and intervention programmes where appropriate.
- Work proactively to reduce barriers to learning arising from anxiety, dysregulation, poor engagement or challenging behaviour.
- Implement strategies designed to improve attendance, participation and engagement.
- Support students in reflecting on incidents and developing more effective responses to future situations.
- Promote restorative approaches and positive relationship-building.
- Support students during periods of heightened emotional distress and dysregulation.
- Contribute to risk assessments, support plans and behaviour support plans where required.

Staff Support, Coaching and Quality Assurance

- Provide practical advice to teaching and support staff on supporting students with SEMH / behavioural barriers.
- Coach staff on:
 - Adaptive teaching
 - Inclusive classroom practice
- Support Teaching Assistants and intervention staff in delivering provision.
- Monitor participation and impact of inclusion interventions.

Therapeutic and Intervention Support

- Lead the delivery of targeted SEMH, engagement and behavioural interventions for students accessing the designated 360 Provision classroom.
- Plan, coordinate and deliver individual and small-group interventions designed to improve:
 - emotional regulation;
 - resilience;
 - self-esteem;
 - social skills;
 - confidence;
 - communication skills;
 - executive functioning;
 - behaviour for learning;
 - engagement with education
- Ensure intervention programmes operate within an Assess–Plan–Do–Review framework.
- Complete baseline and exit assessments for intervention programmes and monitor progress against agreed outcomes.
- Evaluate intervention impact and use findings to inform future provision and support strategies.
- Coordinate intervention priorities for students accessing the classroom and identify where additional support or alternative interventions may be required.
- Provide guidance and support to staff delivering intervention programmes within the provision.
- Share effective strategies for engagement, emotional regulation and behaviour support.

Assessment, Planning and Review

- Contribute to Assess–Plan–Do–Review cycles for students accessing the provision.
- Support the identification of appropriate intervention pathways.
- Monitor progress against agreed outcomes and provision targets.
- Contribute evidence towards SEND reviews, provision reviews and annual reviews where appropriate.
- Recommend adjustments to intervention programmes and support arrangements based on student progress and outcomes.
- Use intervention, attendance, behaviour and engagement data to inform planning and decision-making.

Curriculum Engagement

- Work closely with the Curriculum Leads to ensure students engage with learning activities and curriculum programmes.
- Support students to access academic work provided through personalised curriculum pathways.
- Help students overcome barriers that prevent engagement with learning.
- Encourage independent learning skills and academic resilience.
- Support students in completing curriculum activities delivered within the provision.
- Liaise with subject teachers to ensure students remain connected to learning taking place within mainstream classrooms.

Reintegration and Transition Support

- Lead the operational implementation of reintegration programmes for students accessing the designated classroom.
- Coordinate phased returns to mainstream lessons and monitor their effectiveness.
- Work with curriculum leaders, pastoral leaders and support staff to identify and remove barriers to successful reintegration.
- Support transition arrangements for students entering and exiting the provision.
- Establish inductions arrangements for students new to the provision
- Help students develop the confidence and skills required for sustained reintegration.
- Evaluate reintegration outcomes and adapt support plans where necessary.

Partnership Working

- Work collaboratively with the Inclusion Leadership team, SEMH Intervention Lead, Communication and Interaction Lead and Curriculum Leads to ensure joined-up support.
- Attend review meetings relating to student provision and reintegration.
- Provide regular updates regarding progress, intervention outcomes and reintegration plans.
- Work effectively with external professionals and agencies involved in supporting students.
- Contribute to multi-agency planning and review processes where appropriate.

Monitoring and Reporting

- Maintain accurate records relating to:
 - student engagement and progress;
 - attendance;
 - behaviour;
 - intervention participation;
 - reintegration progress.
- Contribute to the evaluation of intervention effectiveness.
- Identify emerging concerns and refer appropriately.
- Track intervention participation and outcome measures
- Analyse baseline and exit data to evaluation provision impact.

- Provide regular updates to leaders regarding student progress, engagement and provision effectiveness.
- Produce evidence to support provision reviews and future planning.

Daily Operational Focus

- Leading a designated 360 Provision classroom.
- Holding a caseload of vulnerable students.
- Delivering SEMH, engagement and behavioural interventions.
- Coordinating support around individual students.
- Supporting emotional regulation and wellbeing.
- Monitoring attendance, behaviour and engagement.
- Leading reintegration and transition arrangements.
- Evaluating intervention impact.
- Using data to direct provision and support planning.
- Supporting staff in implementing effective SEMH and engagement strategies.
- Liaising with families and external agencies.
- Contributing to Assess–Plan–Do–Review processes.

First Aid and Operational Support

- Participate in the school first aid rota.
- Maintain appropriate first aid qualifications.
- Support students requiring first aid assistance in accordance with school procedures.
- Record incidents accurately and promptly.
- Contribute to the school's wider duty and student support arrangements as required.

New Mills School

Person Specification: Student Engagement Mentor		Assessment
Skills and Knowledge		
Excellent understanding of behaviour support, emotional regulation and positive relationship-based practice.	Essential	A/I
Good understanding of safeguarding responsibilities and child protection procedures.	Essential	A/I
Strong understanding of SEMH needs and barriers to learning.	Essential	A/I
Ability to build trusting, professional relationships with students and families.	Essential	A/I
Ability to de-escalate conflict and manage challenging situations calmly and effectively.	Essential	A/I
Ability to plan, deliver and evaluate targeted interventions for individuals and small groups.	Essential	A/I
Ability to coordinate support around individual students and monitor intervention impact.	Essential	A/I
Excellent communication and interpersonal skills.	Essential	A/I
Strong organisational skills and ability to manage competing priorities.	Essential	A/I
Competent use of school management information systems and Microsoft Office applications.	Essential	A/I
Ability to work collaboratively with teaching staff, pastoral teams and external professionals.	Essential	A/I
Knowledge of trauma-informed education and attachment-aware practice.	Desirable	A/I
Understanding of SEND and the relationship between SEND, behaviour and engagement.	Desirable	A/I
Knowledge of restorative practice, motivational interviewing or solution-focused approaches.	Desirable	A/I
Understanding of Assess–Plan–Do–Review processes and intervention evaluation.	Desirable	A/I

Knowledge of Alternative Provision and personalised learning pathways.	Desirable	A/I
Experience		
Significant experience of working with children or young people with SEMH, behavioural or attendance needs.	Essential	A/I
Experience of developing positive relationships with vulnerable learners.	Essential	A/I
Experience of supporting students experiencing emotional dysregulation, anxiety or challenging behaviour.	Essential	A/I
Experience of delivering targeted interventions or mentoring programmes.	Essential	A/I
Experience of working collaboratively with teachers, families and external agencies.	Essential	A/I
Experience of contributing to behaviour support plans, risk assessments or pastoral support programmes.	Essential	A/I
Experience of monitoring student progress and maintaining accurate records.	Essential	A/I
Experience of working within an Inclusion Centre, Alternative Provision or specialist setting.	Desirable	A/I
Experience of leading a nurture provision or intervention room.	Desirable	A/I
Experience of coordinating reintegration programmes.	Desirable	A/I
Experience of supervising or coordinating other support staff.	Desirable	A/I
Experience of supervising or coordinating other support staff.	Desirable	A/I
Experience of working with students with SEND, Autism or communication needs.	Desirable	A/I
Qualification and Training		
Good standard of general education, including GCSE Grade C/4 or above (or equivalent) in English and Mathematics.	Essential	A
Relevant Level 3 qualification in education, youth work, behaviour support, counselling, psychology, childcare or a related field, or equivalent experience.	Essential	A
Current First Aid at Work qualification or willingness to obtain.	Essential	A
Evidence of recent professional development in behaviour, SEMH, safeguarding or inclusion.	Essential	A
Current safeguarding training appropriate to the role.	Essential	A

Higher level qualification in education, psychology, youth work or a related discipline.	Desirable	A
Training in trauma-informed practice, restorative practice or emotional regulation.	Desirable	A
Mental Health First Aid qualification.	Desirable	A
Team Teach or equivalent de-escalation training.	Desirable	A
Training in mentoring, coaching or therapeutic interventions.	Desirable	A
Personal Attributes		
Passionate about improving outcomes for vulnerable children and young people.	Essential	A/I
High expectations for behaviour, participation and personal development.	Essential	A/I
Calm, resilient and emotionally intelligent when working with students experiencing distress or dysregulation.	Essential	A/I
Committed to inclusion and removing barriers to learning.	Essential	A/I
Excellent interpersonal skills with the ability to motivate, encourage and inspire young people.	Essential	A/I
Able to build positive relationships whilst maintaining professional boundaries.	Essential	A/I
Highly organised, proactive and solution-focused.	Essential	A/I
Reflective practitioner with a commitment to continual professional development.	Essential	A/I
Demonstrates integrity, professionalism and confidentiality at all times.	Essential	A/I
Flexible and adaptable, responding positively to changing student needs and priorities.	Essential	A/I
Committed to safeguarding and promoting the welfare of children and young people.	Essential	A/I/R
Enthusiasm for developing innovative approaches to student engagement and reintegration.	Desirable	A/I
Commitment to supporting and developing colleagues through coaching and modelling effective practice.	Desirable	A/I
Willingness to contribute to the wider life of the school community.	Desirable	A/I

Key: A – Application I - Interview R - Reference