



Learning Mentor - Science - Inclusion School

Job title:	Learning Mentor - Science
Provision:	Inclusion School, Inclusion Education
Salary Range:	£24,000 - £28,000
Contract:	Permanent Term Time Only (+ 1 GCSE Results Day)
Working Hours:	Monday – Friday, 08:30 – 16:30 (37.5 hours per week)
Work Location:	Jays Close, Viables Business Park, Basingstoke, RG22 4BS.
Reporting to:	Deputy Headteacher (Quality of Education)
Start:	Autumn Term 2024 or January 2025

About Inclusion School

Inclusion School is an Ofsted 'Good' independent non-maintained special school, with places funded by Local Authorities, established to support young people with chronic and severe mental health difficulties, such as self-harm, suicide ideation and emotionally based school avoidance, alongside other SEN (Special Educational Needs) needs, such as autism (ASC), access a broad, balanced, and engaging curriculum through a nurturing, safe and inclusive environment.

Working as one of Inclusion School's Learning Mentor's you will be part of a supportive and welcoming team with a focus on delivering team-teaching and specific interventions alongside colleagues in classrooms to support learner progress and outcomes. This will be a unique and exciting opportunity to work alongside colleagues in supporting young people who have historically struggled to access education and make progress due to their mental ill health, anxieties and difficulties attending school through empathy, nurture, and patience.

Key Responsibilities

- Keep up to date with current pedagogy and National Curriculum Aims for KS2- KS4.
- Preparing, planning, and assessing small groups of learners at KS3 and KS4 which align with National Curriculum Requirements for Science
- Lead on the development of schemes of work and long-term planning to meet our ambitious and sequential curriculum expectations
- To support whole school priorities, including its reading and cultural capital programmes

- Develop positive and nurturing relationships with learners inside and outside of the classroom order to support their social, emotional, and learning needs through the ‘Inclusion Way’ and a PACE approach.
- Deliver high quality lessons that embed Inclusion’s own pedagogy ‘*The Inclusion Way*’ alongside adaptive teaching and scaffolding strategies.
- Support learners to progress towards personal and academic goals and targets, whilst referring to EHCP (Education, Health, and Care Plan) Targets, Boxall Targets and Academic Targets
- To promote independence of learners through carefully planned lessons and high expectations throughout delivery.
- To ensure that all lessons are delivered in line with the departmental schemes of work, school policies and ‘*The Inclusion Way.*’
- Work as part of a team to incorporate agreed strategies in supporting mental health and SEND (Special Educational Needs and Disabilities) and meeting the individual needs of learners through a whole school approach.
- Maintain registers, evaluations, academic and SEMH progress monitoring (and other records as necessary)
- Support cover for lessons in the absence of core Subject Lead teachers.
- Encourage all learners to be actively engaged in their own learning and in reviewing their progress against targets
- Attend and support school trips as required
- Acting as, or supporting, Form Tutors, including completing associated responsibilities, such as at least fortnightly communications with parents/carers and completion of Boxall profiles half termly
- To carry out any additional roles deemed appropriate by the Headteacher
- Embody the Teacher’s Standards
- Supporting other subjects within the school, where applicable, including acting as part of the school Engagement Team.
- To ensure that there is a high standard of display work in the laboratory, which is changed frequently
- To keep work areas tidy and organised to promote safety in the laboratory
- To keep well up to date with health and safety issues (CLEAPSS, COSHH) and complete necessary risk assessments and experiment preparations.

Person specification

Skills, Experience & Qualification Requirements
Hold a Level 4 or above teaching qualification and be willing to work towards QTS
Have a successful teaching background in primary or secondary level
Have a background in Science to at least A-Level or equivalent
Be experienced in or have an interest working within an SEN setting, supporting children and young people with mental health needs and SEN (e.g. depression, Autism)
Knowledge of research in education, mental health, and young people
Knowledge of current education issues in relation to terms of practise, process, and curriculum
Experience of learning strategies and behaviour management and experience in planning and

Kind, nurturing and patience
Resilient, hardworking and a collaborative team member

What makes Inclusion School unique for a member of staff?

- Education Support's Employee Assistance Programme
- To be part of an organisation awarded Leeds Beckett University's Carnegie Gold Award for our commitment to mental health and wellbeing for our staff and learners.
- Pension Plan
- An approachable leadership team that prioritises staff wellbeing by providing 1-1 supervision and support for all staff
- Additional PPA allowance for teaching
- Specialist and close working with external specialists, e.g. speech and language therapist, education psychologist
- Excellent support and extensive opportunities for professional development
- A strong focus on a positive team ethos where everyone is made to feel valued and supported.
- A commitment to a healthy work/life balance as part of our Mental Health Strategy and ensuring work does not need to be completed at home or on weekends.
- Enabling teachers and tutors to focus on teaching and planning.
- Opportunities to build personalised relationships with learners to enable them to progress academically, emotionally, and socially.

Diversity Statement

Inclusion Education recognises and values the enriching contribution which people from a range of backgrounds and experiences can bring to the life and development of the Organisation. We therefore aim to provide a service which, in its teaching, administration and support services, actively promotes equality of opportunity and freedom from discrimination on grounds of age, cultural background, disability, ethnicity, gender, religion or sexual orientation.

Health & Safety Statement

All employees have a responsibility to promote and maintain a safe and healthy working environment, by taking reasonable care of their own health and safety at work and the well-being of colleagues and students. Line managers have specific responsibility for the health and safety of the team for which they have general management responsibility.

Safeguarding Statement & Responsibilities

Inclusion Education is committed to the safeguarding and welfare of young people and expects all employees, volunteers and third parties to share this commitment.

- The successful applicant is responsible for ensuring that all Inclusion Education's child protection and safeguarding policies are adhered to, and concerns are raised in accordance with these policies.
- This post is subject to an Enhanced DBS check, and safer recruitment pre-employment background checks (including overseas checks if applicable) prior to confirmation of appointment.

This job description is subject to change as the demands of the organisation and the role develops. The role requires flexibility and adaptability, and employees of Inclusion Education may be asked to perform tasks and be given responsibilities not detailed on a job description.

To apply:

If you have any questions about the role or Inclusion School before you apply, please call the school reception on 01256 437177 or email HR at hr@inclusioneducation.org.uk

Or

Please complete your application [here](#)