

Richard Lander School Truro



Application Pack

Emotional Wellbeing and Resilience Mentor

Cornwall Council Grade 3 £30,882 to £37,945 FTE (actual £26,558- £32,632)

Permanent, following the completion of a 6-month probationary period.

37 Hours per week (5 days per week)

Term time plus 5 days' inset
To start ASAP

January 2025

Dear Candidate,

Re – Emotional Wellbeing and Resilience Mentor

Please find enclosed an application form and details for the above post at this school.

The Role:

To improve the emotional wellbeing of young people at risk of poor mental health outcomes. Improved engagement and attainment in education, reduced risk taking behaviour and ultimately improved employability.

To take a pro-active role in the support of the social, emotional, mental health and educational needs of identified students and their families on a one-to-one and, if or when appropriate, small group basis; taking responsibility for agreed outcomes / learning activities under an agreed system of supervision with the DSL / mental health lead in liaison with the schools Safeguarding leads, Student Support, LRSC, Effective Learning mentor and SLT.

To produce and analyse relevant data on the impact of social, emotional and mental health wellbeing interventions, supporting and contributing to the aims of the School's positive mental health policy and key outcomes model. This may involve supporting students within mainstream and small group / 1-1 nurture / ARB settings.

Prevention work around personal safety, resilience and signposting support for students to external agencies where appropriate, contributing to positive mental health outcomes as well as whole school ethos, PD Curriculum, tutor programmes and assemblies.

If you would like to discuss the post further or arrange a visit to the school please contact Mrs Harrison, Personnel Officer, on email vharrison@richardlander.cornwall.sch.uk

Our school is welcoming and supportive, with a strong value placed on 'being the best you can be.' Staff and students strive together to achieve great outcomes for everyone using our mission statement, 'Aim for excellence, every moment counts.'

This position is for 37 hours per week (5 days) and is available asap.

Please see our job description and person specification for more details of this exciting post.

The School:

At Richard Lander School everybody works hard and is committed to providing the best opportunities for the children in our school. We were inspected by OFSTED in 2023 and were graded as a Good school.


We hope after reading our details and person specification that you will want to join our team.

Completed forms should be submitted to vharrison@richardlander.cornwall.sch.uk by midday on Thursday 23rd January 2025.

Can I take this opportunity of thanking you for your interest in the position at Richard Lander School. If you do not hear anything from us within 28 days you can assume your application was unsuccessful.

With best wishes for the future.

Yours sincerely,



Mr Steve Mulcahy
Headteacher

Background for Prospective Candidates

Come and work for a great school in a great location.

Where are we?

Cornwall has far more than just beaches, surfing and world heritage countryside, we also have some of the best schools in the country with the space, facilities and drive to give the best possible education to the students we serve.

Truro is Cornwall's county town, its only city and the most southerly city in mainland Great Britain. Truro has a booming population thanks to its location in the heart of the county and is a centre for art, culture and entertainment.

The school is situated to the West of the city centre and serves the beautiful coastal communities of St Agnes and Porthtowan as well as communities closer at hand.

The School:

Richard Lander School is Truro's largest secondary school. Richard Lander is highly regarded in the area and oversubscribed in several year groups. We have 1500 students on roll. Mr Steve Mulcahy, has been our Headteacher since 2008. We were inspected by OFSTED in 2023 and were graded as a Good school.

We have an ARB for up to 20 students on site which is very much part of our school.

Our Ethos:

At the heart of our work is a desire to see all our young people and staff develop their gifts and talents to their full potential. Some people call this ambition, we call it 'being the best you can be'. Our standards are high and our aim is for all children to achieve their full potential, both academically and socially.

The Application

Please see the job description for more details of this exciting post.

Prospective candidates are very welcome to arrange to visit the school by calling the school on 01872 273750.

Please send your completed forms to the school for the attention of Vicky Harrison, Personnel Officer vharrison@richardlander.cornwall.sch.uk by midday on Thursday 23rd January 2025. Shortlisted candidates will be notified of the interview date. Applications should address the items included on the person specification and only candidates who meet the essential criterion will be shortlisted.

The Interview Process:

Candidates who are shortlisted for the position will be contacted by a telephone call and this will be followed up with an e-mail.

- In line with Keeping Children Safe in Education 2024, as part of the shortlisting process, the school may carry out an online search on shortlisted candidates.
- All interviews will be face to face and will explore the candidate's suitability for the position.
- Applications will be scrutinised and discrepancies or anomalies in work related history, experience and qualifications will be discussed at the interview stage.
- Successful candidates will be required to achieve a full enhanced DBS disclosure and 2 satisfactory references.

Prepared by:

- **Mr Steve Mulcahy, Headteacher**
- **Mrs Vicky Harrison Personnel Officer**

Safeguarding

Richard Lander School is committed to safeguarding and promoting the welfare of all children.
We expect all our team members to share this commitment.

Richard Lander School



Richard Lander School: Emotional Wellbeing and Resilience Mentor

“Building resilience and mental wellbeing for children and young people.”

Closing Date: Midday
Job start: ASAP
Interviews: TBC
Salary: Grade 3
Contract type: 37 Hours per week Term Time plus 5 INSET Days
Contract term: Permanent

Responsible to: DHT: DSL / Mental Health Lead and SLT.
Direct supervisory responsibility: Yes

Indirect supervisory responsibility: Yes

Important Functional Relationships: Internal: Headteacher, Deputy Headteachers, SENDCo, Assistant Headteachers, Pastoral Managers, LRSC staff team, Safeguarding officers & Attendance officers, Effective Learning Mentor.
External: Governors, parents / carers, LA, outside agencies.

Main purpose of the job:

To improve the emotional wellbeing of young people at risk of poor mental health outcomes. Improved engagement and attainment in education, reduced risk taking behaviour and ultimately improved employability.

To take a pro-active role in the support of the social, emotional, mental health and educational needs of identified students and their families on a one-to-one and, if or when appropriate, small group basis; taking responsibility for agreed outcomes / learning activities under an agreed system of supervision with the DSL / MHL in liaison with the schools Safeguarding leads, Student Support, LRSC, SLT and the Effective Learning Mentor.

To produce and analyse relevant data on the impact of social, emotional and mental health wellbeing interventions, supporting and contributing to the aims of the School's positive mental health policy and key outcomes model. This may involve supporting students within mainstream and small group / 1-1 nurture / ARB settings.

Prevention work around personal safety, resilience and signposting support for students to external agencies where appropriate, contributing to positive mental health outcomes as well as whole school ethos, PD Curriculum, tutor programmes and assemblies.

To provide support and guidance to students (and staff working with them) by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve academic potential.

To promote, develop and maintain effective and supportive mentoring relationships with students in support of other school teaching and learning professionals and external agencies.

The following is not a comprehensive definition of the post. Post holders are expected to undertake work that comes within the remit of the post's primary objective. The job description will be kept under review and may be changed at any time following consultation with the post holder.

Duties and responsibilities:

Under the direction of the DSL / Mental Health lead and SLT, plan, offer and implement support and intervention for vulnerable students and their families, 'aiming to see significant improvements in the emotional wellbeing of young people at risk of poor mental health outcomes as well as improved engagement and attainment in education, reduced risk taking behaviour and ultimately improved employability'. HeadStart Vision and Mission statement 2017.

- To develop and implement personalised action plans for groups and individual students based on a comprehensive assessment of their strengths, needs in consultation with the DSL / Mental Health lead to formulate strategies for overcoming barriers to learning and promote academic achievement e.g. behaviour, motivation. This will include the development of 1:1 and small group mentoring materials for personal and shared use.
- Helping learners who are struggling to access their learning either on a one-to-one basis outside the classroom or within lessons.
- Support with crisis management when a student becomes dysregulated and needs support.
- To meet teachers and relevant staff on a regular basis to review individual provision, discuss any updates in the curriculum/teaching activities, consider the progress of individual students (including identification of any special support), and to discuss any concerns relating to behaviour for learning.
- To monitor and evaluate students' progress and understanding of learning activities on an ongoing basis, ensuring the students' responses and outcomes during the course of mentoring / learning activities are systematically recorded in accordance with the agreed monitoring processes. To produce and maintain accurate records on students' progress and achievement as required, in a secure place in accordance with the Data Protection Act of 1998.
- To remain up to date with the current curriculum, the age related expectations of students, the recognised teaching methods and the assessment frameworks for the subjects and age ranges in which they are involved. To supervise/assist individuals and groups of students in developing knowledge, skills and attitudes as defined by the curriculum including those with EAL taking into account the learning support involved to aid the students to learn as effectively as possible.
- Implement strategies to advance students learning and support learners in self-esteem and confidence-building.
- Listening to and helping learners resolve a range of issues that are creating barriers to learning.
- Drawing up agreed action plans with learners, outlining the aims of the mentoring, and monitoring their progress. This should be in conjunction with the DSL / Mental Health lead and relevant staff.
- Monitoring attendance and punctuality of learners, reporting issues surrounding this to Tutor, Pastoral Manager, Attendance Officer, SENDCo / Mental Health lead / Assistant Headteacher as appropriate.
- Liaising with and visiting parents to discuss issues and problems, including the running of group sessions and workshops for parents at school.
- Advising parents on SEMH wellbeing, behaviour strategies and parenting skills.
- Regular meeting time with DSL / Mental Health lead and members of the effective learning team, teachers and relevant external agencies.
- To manage and evaluate and provide feedback to Pastoral Managers / SENDCo / Mental Health lead / safeguarding team regarding SEMH, behaviour and general wellbeing. To feedback any information

(including concerns) regarding the well-being and educational needs of students to the above as appropriate.

- To provide feedback to students in relation to all forms of progress and achievement.
- To demonstrate and promote positive values, attitudes and high standards of behaviour. To anticipate and manage behaviour constructively promoting students' self-control and independence, in line with whole school policy.
- To establish supportive relationships with the student/s concerned and to encourage acceptance and inclusion of all students.
- To encourage social integration and individual development of students. To develop methods of promoting and reinforcing students' emotional health and well-being and self-esteem
- Organising drop-in 'offload' sessions for learners, where they can talk about a particular issue.
- Providing group activities / specialised interventions as appropriate to needs of learners such as social skills sessions, Team work tasks etc. to promote engagement in learning.
- Assisting with transition meetings / activities for learners moving into Secondary or on to further education.
- Managing your own professional development through undertaking relevant training and sharing best practice with other learning mentors and staff. The post holder will be responsible for his/her own self-development on a continuous basis.
- To attend staff meetings and school-based INSET as required. This is in addition to the TIS, (Trauma Informed Schools practitioner training and additional as appropriate role specific training you will receive on commencement of the post)
- To be aware of confidential issues linked to the student (including issues outside of school) and to ensure the confidentiality of such sensitive information.
- To carry out administrative tasks associated with all of the above duties as directed by the DSL / Mental Health lead or SLT.
- To remain aware and work within all relevant school working practices, policies and procedures.
- To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns about any student, in line with school policy.
- To be aware of and adhere to applicable rules, regulations, legislation and procedures and policies including the Schools Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection).
- To undertake Minibus & First Aid Training.
- To undertake other duties appropriate to the grading of the post as required.

PERSON SPECIFICATION

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Relevant Experience	<p>Demonstrate a willingness to work with children and engage with education / or in an educational setting.</p> <p>Experience of working with children within a classroom environment or similar - Experience of working in a therapeutic way which encompasses the key principles of attachment, neuroscience and Adverse Childhood Experiences, ACE's.</p>		<p>Application form.</p> <p>Interview.</p>
Education & Training	<p>Educated or working towards level 3 and or A Level standard or equivalent.</p> <p>Attainment of a strong level 2 pass in English and Maths (or able to demonstrate equivalent numeracy and literacy skills to a level 2 standard of education).</p> <p>Computer literate with recent experience of Microsoft Office applications.</p> <p>Communication – demonstrates a good level of spoken and written skills.</p>	<p>Working towards attainment of a recognised educational qualification.</p> <p>Good understanding of child development and learning.</p> <p>Good understanding of school policies and procedures relating to health and safety, behaviour, attendance, equal opportunities and child protection.</p> <p>Current accreditation in 'Thrive' or 'TIS' practitioner status.</p> <p>Awareness of current 'Attachment' theories and Child focussed brain science knowledge.</p> <p>Suicide and Self harm support strategy awareness and prior training.</p>	<p>Application form.</p> <p>Interview.</p>
Special Knowledge & Skills	<p>To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.</p>	<p>Knowledge of a range of issues relevant to education and to learning support in particular.</p>	<p>Interview.</p>

	<p>Self-motivated and able to work constructively, and with minimum supervision, as well as part of a team.</p> <p>Ability to work to deadlines and organised approach to working under pressure.</p> <p>Ability to use initiative and to contribute to the production of effective learning resources.</p> <p>Open to learning and flexible to changing circumstances.</p> <p>Has a positive outlook, sense of humour and a patient & friendly approach.</p> <p>Is courteous and professional at all times.</p> <p>Has an excellent attendance record.</p>		
Any Additional Factors	<p>An interest in children and education.</p> <p>An awareness, understanding and commitment to the protection and safeguarding of children and young people.</p>	<p>Extra-curricular talent or skill that could enhance the learning environment.</p> <p>Has an interest or awareness of various vulnerable groups and their associated impact factors on C & YP.</p>	Interview.

Job Description and Person Specification Reviewed: July 2023

All candidates for this post must be in a position to secure a reference from their current Headteacher or Senior Line Manager (if working for Advisory Service or LA) which endorses their achievements, skills and attributes and recommends them for this position.

Special Conditions related to the post

The school is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.

Successful applicants must be suitable to work with children and will need to undertake the following before commencing employment:

Enhanced Disclosure & Barring Service (DBS) Certificate with barred list information

Receipt of two satisfactory employer references one of which must be from your current or most recent employer

Satisfactory verification of relevant qualifications

Satisfactory health check

All new employees will be required to undertake mandatory training required by the school.

How to apply:	Complete the relevant applications form, equal opportunities form. Please note that applications will not be accepted unless on the attached application form. CVs are not accepted. Please complete an application form and additional safeguarding Form in full and return to: vharrison@richardlander.cornwall.sch.uk
Contact details:	Address: Mrs Vicky Harrison Personnel Officer, Richard Lander School, Higher Besore Road, Truro, TR3 6LT Tel: 01872 273750
Closing date:	Midday on Thursday 23rd January 2025. Please note that if you have not received a reply within 28 days of the closing date you must assume that, on this occasion your application has been unsuccessful.