

THE RADCLIFFE SCHOOL

INSPIRE AND ACHIEVE

Learning Mentor - EBSA (Emotionally Based School Avoidance) One post

£21,722.61 (actual salary)

(based on working 37 hours per week, 39 weeks per annum)

Candidate Information



Learning Mentor - EBSA (Emotionally Based School Avoidance)

£21,722.61 (actual salary)

(based on working 37 hours per week, 39 weeks per annum)

We require an EBSA Learning Mentor to join our Attendance Team as soon as possible. Emotionally Based School Avoidance (EBSA) is a 'broad umbrella term used to describe a group of children and young people who have a severe difficulty in attending school due to emotional factors, often resulting in prolonged absences from school' (extract taken from "Emotionally Based School Avoidance Guidance for Schools and Setting in Milton Keynes"). It is a term used to describe children and young people who experience challenges in attending school due to negative feelings, such as anxiety. EBSA is commonly associated with emotional and physical distress, and a reluctance to attend school, which can lead to reduced attendance and further anxiety regarding school.

We are seeking an EBSA Learning Mentor to work with students who struggle to come into school, perhaps due to a lack of confidence, anxiety or low literacy and numeracy skills. The EBSA Learning Mentor will support the student's return to school with the goal of consistently attending school full time.

It is essential that the successful candidate will already have at least two years' experience of working with young people.

To find out more, please go to www.radcliffeschool.org.uk to download information about the post and an application form, or contact Jo Moloney, HR Manager, on 01908 682 289. The deadline for applications is 9am on Friday 3 May 2024.

The Radcliffe School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. This post requires an enhanced DBS disclosure. We are an equal opportunities employer.

The Radcliffe School, Christchurch Grove, Wolverton, Milton Keynes, MK12 5BT

Tel: 01908 682 222

www.radcliffeschool.org.uk

Headteacher: Paula Lawson

Job Purpose



To work under the guidance of the Lead EBSA Learning Mentor in an environment designed to provide a focused EBSA Provision to support students and families to re-engage with school and education. The provision will meet the DfE's requirements as stipulated in the Working Together to Improve Attendance 2023 policy. Responsibilities will include supporting the Lead EBSA Learning mentor to formulate and implement agreed work programmes with individuals and small groups of students who have had long periods of absence from school, in addition to preparing and managing their learning resources.

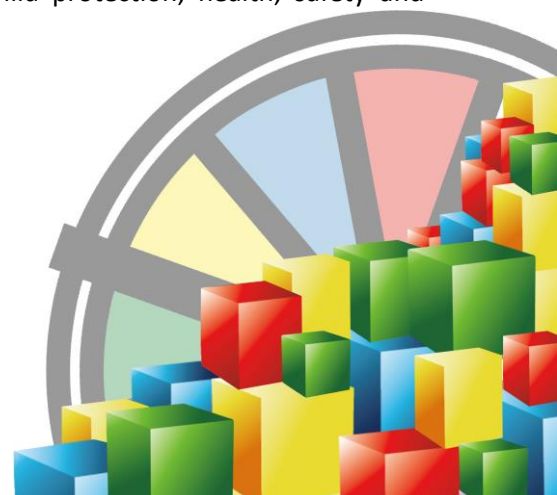
This role will support the provision, aiming to slowly reintegrate students back into full-time mainstream education. The EBSA Learning Mentor will assist the Lead EBSA Learning Mentor to provide additional support to students to help them to re-engagement with their education. The EBSA Learning Mentor will engage with students and families, initially through a series of Home Visits and subsequent planned visits at local venues, to build relationships and to raise the student's resilience, self-confidence and self-esteem. Eventually, students will be re-introduced to the school environment via a bespoke on-site provision, with the team of EBSA Learning Mentors always supervising the students, to gradually support students with barriers to learning and re-engagement with learning. Lessons may be delivered within the environment or access to lessons may be available through online links to gradually build confidence and re-engage with the curriculum and each curriculum area.

Main responsibilities

- Listen, understand, empathise and support students and parents; helping them to overcome their barriers to attendance.
- Use the EBSA toolkit to establish productive working relationships with students, acting as a role model and setting high expectations. This should include developing appropriate mentoring relationships to engage students, alongside supporting the identification of individual barriers to learning.
- Keep the Lead EBSA Learning Mentor informed of your progress with students and parents.
- Work alongside House Teams to develop and implement Attendance Plans for EBSA students, liaising with the Lead EBSA Learning Mentor to monitor the success of the plans and make reasonable adjustments to them as and when required.
- Ensure that students see the benefits of good attendance and raise their aspirations, supporting them to work towards their future goals.
- Ensure effective and rapid transfer of appropriate information to appropriate school staff.
- Support students consistently whilst recognising and responding to their individual needs.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Promote the inclusion and acceptance of all students within the school and wider school community.
- Support with the feedback provided to students and parents in relation to progress and achievement.
- Challenge signs of disengagement and contribute to specific interventions to encourage re-engagement both with the student and their family.
- Work within the school's established safeguarding (and other) policies.

Support for the school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos, work and aims of the school.
- Establish constructive relationships and communicate with other agencies and professionals, in liaison with the teacher, to support achievement and progress of students.
- Attend and participate in regular meetings.



- Participate in training and other learning activities (including first aid training) as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Assist in the supervision, training and development of staff.
- Undertake planned supervision of students out of school hours.
- Supervise students on visits, trips and out of school activities as required.

Responsibilities

- Be aware of and comply with policies and procedures relating to child protection, health and safety, equal opportunities, security and confidentiality, reporting all concerns to an appropriate person.
- Contribute to the overall ethos/work/aims of the school.
- Participate in training and other learning activities as required.
- Create and maintain an up to date Job Handbook.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Participate in training and development opportunities.
- Ensure compliance by self and others with all health and safety policies and procedures.
- Ensure safe use by self and others of equipment and materials.
- Establish constructive relationships and communication with staff, parents, students and external agencies.
- Attend and participate in regular meetings, including team briefings.
- Treat all users of the school with courtesy and consideration.
- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all.
- Promote and ensure the health and safety of students, staff and visitors at all times.
- Work flexibly when required.
- Maintain an up to date Asset Register where appropriate.



PERSON SPECIFICATION

SPECIFICATION	ESSENTIAL	DESIRABLE
Qualification / Training / Competences	<ul style="list-style-type: none"> - Willingness to work flexibly when required. - Excellent numeracy and literacy skills / GCSE (or equivalent in Maths and English). - Willingness to undertake induction training. - Full driving licence and access to own transport to carry out home visits when required. 	<ul style="list-style-type: none"> - Evidence of school/education-related qualification or training. - Qualification in first aid at work, health and safety, fire prevention, IT user certificate (ie ECDL). - NVQ Levels 2,3 and 4 in Children’s Care, Learning & Development or Health & Social Care, BTEC National Certificate or Diploma in Children’s Care, Learning & Development or CACHE Certificate or Diploma in Childcare & Education. - Early Help training. - Training in facilitating parenting groups.
Relevant Experience	<ul style="list-style-type: none"> - Two years’ experience working with young people. - Experience of working with or caring for children or young people. - High standard of effective and sensitive communication with adults and children, both verbal and written, including appropriate record keeping. - Good team working skills and the ability to work independently. - Ability to facilitate discussion and lead small group sessions. - Proven ability to put in place professional boundaries. - Proven ability to build good working relationships. 	<ul style="list-style-type: none"> - Experience as a Learning Mentor (or similar), preferably in a secondary school. - Experience of working within a school - An understanding of ‘Keeping Children Safe in Education’. - Experience using information recording systems such as CPOMS, SIMs.
Knowledge	<ul style="list-style-type: none"> - Use of IT and related equipment. - Appropriate knowledge of first aid or willingness to attend course. - Ability to engage young people in education. - Focus students through aspiration-based goals - Motivate students to re-engage in learning 	



Skills	<ul style="list-style-type: none"> - Willingness to develop knowledge of how to use specialist equipment / resources. - Ability to relate well to children and adults. - Work constructively as part of a team, understanding school roles & responsibilities and your own position within these. - Strong inter-personal skills. - Ability to identify own training & development needs & cooperate with the Line Manager to address these. - Team player.
Special Circumstances	<ul style="list-style-type: none"> -Occasional attendance at meetings outside normal hours.
Personal Attributes	<ul style="list-style-type: none"> - Excellent interpersonal skills - ability to communicate well with students, parents and staff. - Ability to inspire, challenge and motivate staff and students. - Ability to ask for advice and support where necessary. - Self motivating with a positive outlook. - Ability to work to deadlines and under pressure. - Empathy, patience, diplomacy, good listening skills, flexibility and ability to stay calm under pressure, - Commitment and enthusiasm. - Dependability and sound organisational skills. - Understanding of own strengths and areas for development. - Strong time management and organisational skills. - Administrative efficiency. - Ability to deal calmly with different situations as they arise. - An open and non-judgemental approach - Willingness to learn new skills - A good sense of humour.

The Radcliffe School has a professional dress code for staff and is a non-smoking workplace. We expect our staff to have a professional and positive approach and to actively collaborate with colleagues in providing the best possible learning experience for our students.



HOW TO APPLY

The following guidelines are designed to help you submit a job application in line with our requirements. Please ensure that you comply with the instructions below as, if you do not, the panel will not shortlist you. If you require clarification or have any questions regarding the application process, please contact Jo Moloney, HR Manager on 01908 682 289 or jo.moloney@radcliffeschool.org.uk.

Application Form

Please complete all the sections of the form in full, giving as much detail as possible. Once completed, you must sign and date the application form to confirm that the information and any attachments are correct. Note that CVs will be accepted only if an application form and covering letter are also included in the application.

Equal Opportunities Monitoring

Please ensure that you have completed the online Equal Opportunities Monitoring form or attach the Equal Opportunities Monitoring Form to your application.

Please send these documents to jo.moloney@radcliffeschool.org.uk to arrive by the closing date.

Shortlisting

Shortlisting will be completed as soon after the closing date as possible. Shortlisted candidates will be contacted by telephone. We are unable to contact non-shortlisted applicants. If you have not heard from us within three weeks of the closing date you should assume that you have not been shortlisted for interview.

Interviews

Interviews will be held at The Radcliffe School. Candidates may be required to complete a test or exercise relating to point(s) of the job description and criterion/criteria of the person specification.

Candidates who are invited for interview will be required to provide proof of their eligibility to work in the UK by producing verifiable documents. Candidates will be required to bring some photo ID with them on the day of the interview e.g. valid passport, driving licence or identity card.

References for shortlisted candidates

All referees whose details are included on the application form will be contacted before the interview unless you have indicated that you wish otherwise. Appointments will not be confirmed until The Radcliffe School has received two satisfactory references (one must be from your current employer or, if you are not currently in employment, from your most recent employer), confirmation of your fitness for employment, an enhanced Disclosure & Barring Service disclosure and confirmation of your right to work in the UK. Teachers will be required to provide proof of their qualifications (degree certificate(s), QTS).

Disabled applicants

The Radcliffe School welcomes applications from disabled people. If you require any adjustments to enable you to attend the interview please ensure that you have provided this information on your application form. If you are called for interview, please discuss any adjustments you may require to carry out the duties of the role with the interview panel so that the appropriate arrangements and any adjustments can be made if necessary.

(Under the Equality Act, a disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.)

