



Ofsted
Outstanding
Provider



The Westminster
School *Safe, Happy and learning Together*

www.thewestminsterschool.co.uk

**Mentor (Pastoral, Engagement, Mental Health
and Wellbeing)**

Application Pack



Sandwell
Metropolitan Borough Council

Welcome to The Westminster School

As Head Teacher of The Westminster School, I would like to extend a very warm welcome to you and thank you for your interest in our school. This is a very exciting time to join our innovative and dynamic school community.

The Westminster School is an Outstanding School in Rowley Regis which currently caters for 238 pupils aged 7 to 19 years with a wide range of special educational needs including Autism Spectrum Disorder, Global Development Delay and Moderate to Severe Learning Difficulties.

The Westminster School takes great pride in being able to deliver an innovative child-centred curriculum. The school's curriculum is focused around 6 holistic areas: My Communication, My Community, My Care and Independence, My Creativity, My Thinking, My Wellbeing. Traditionally the education system required the child needed to fit into the curriculum, at The Westminster School the curriculum wraps around the young person meeting them at the point of need. Our work on supported internships and supported apprenticeships for students with learning disabilities are at the forefront of national developments.

We are looking for exceptional candidates to join our growing school.

The post of Mentor (Pastoral, Engagement, Mental Health and Wellbeing) offers an exceptional opportunity for the right candidate to work as part of our flourishing and creative staff team. You will have the support of our highly skilled teaching and learning staff and a dedicated and committed governing board that considers continuing professional development for all staff an essential factor in achieving the best outcomes for all our young people

The deadline to submit your application is Monday 27 February 2023 at 9.00am. The date for formal interviews is to be confirmed.

If you have any questions, please do not hesitate to contact Angie Gibson, Head's PA and HR Manager on 0121 561 6884.

I look forward to receiving your application

Oliver Flowers
Head Teacher



About The Westminster School

Our values are encompassed in our statement of Safe, Happy and Learning Together. Through this we seek to develop our values statement: Building foundations and providing opportunities to create confident, aspirational and independent members of our community.

Our most recent Ofsted Inspection in November 2017 recognised we were an Outstanding School. The report stated that our “leaders are fundamentally committed to improving the life chances of pupils with SEN and disabilities, both at The Westminster School and across the country.”

All of our young people are supported to reach their full potential with a level of independence, confidence and resilience according to their special needs in order that they have the ability to face the challenges of adult life.

All of our committed, enthusiastic staff are well qualified and highly skilled. This translates into an amazing working environment for both staff and pupils.

Ours is a happy school. As identified in our most recent Ofsted Inspection Report, “There is a lot of laughter and enjoyment in lessons and around the school.”

We have an exceptionally strong culture of safeguarding, and student welfare is one of our highest priorities.

The school moved to its new state-of-the-art purpose-built site in February 2011. Most ground floor classrooms have access to outside spaces.

Our on-site facilities include:

- Sports fields
- Multi-Use Games areas
- Theatre with Tiered Seating
- Forest School
- Activity Studio and Fully Equipped Gym
- Dedicated Sensory Rooms

Supporting our Staff

- We have a comprehensive CPD package aligned to individual professional needs and the strategic development priorities of the school.
- CPD is delivered through structured staff meetings, training days, twilight sessions with days off in lieu where appropriate.
- There are opportunities for professional career progression as the school continues to grow.
- Recruitment and Retention Incentives of up to £5,000 are available for high quality experienced candidates.
- The Senior Leadership Team have an ‘Open Door’ Policy – no concern is too small
- All employees benefit from the BHSF RISE Employee Assistance Programme. RISE is a revolutionary service offering employees personalised, on-demand advice and support from a breadth of expert mental health, financial and legal providers – a package of support unequalled within the employee welfare industry.
- The school community takes part in seasonal events such as Children’s Mental Health Week, Children in Need, Christmas Jumper Day, allowing staff and students to show their less serious side
- There are many opportunities for staff to get involved in the life of the school including Duke of Edinburgh Award, John Muir Award, residential and overseas trips
- Access to a range of discounts and special offers through Sandwell Rewards

Mentor (Pastoral, Engagement, Mental Health and Wellbeing) Job Description

Job Summary

To support the growing pastoral needs of the school, we are seeking to appoint an empathetic practitioner who can embody the principles of the school's Mental Health and Wellbeing Policy. We are looking for someone who has skills and experience in working with young people with additional needs and are ambitious about developing their skills sets and practice.

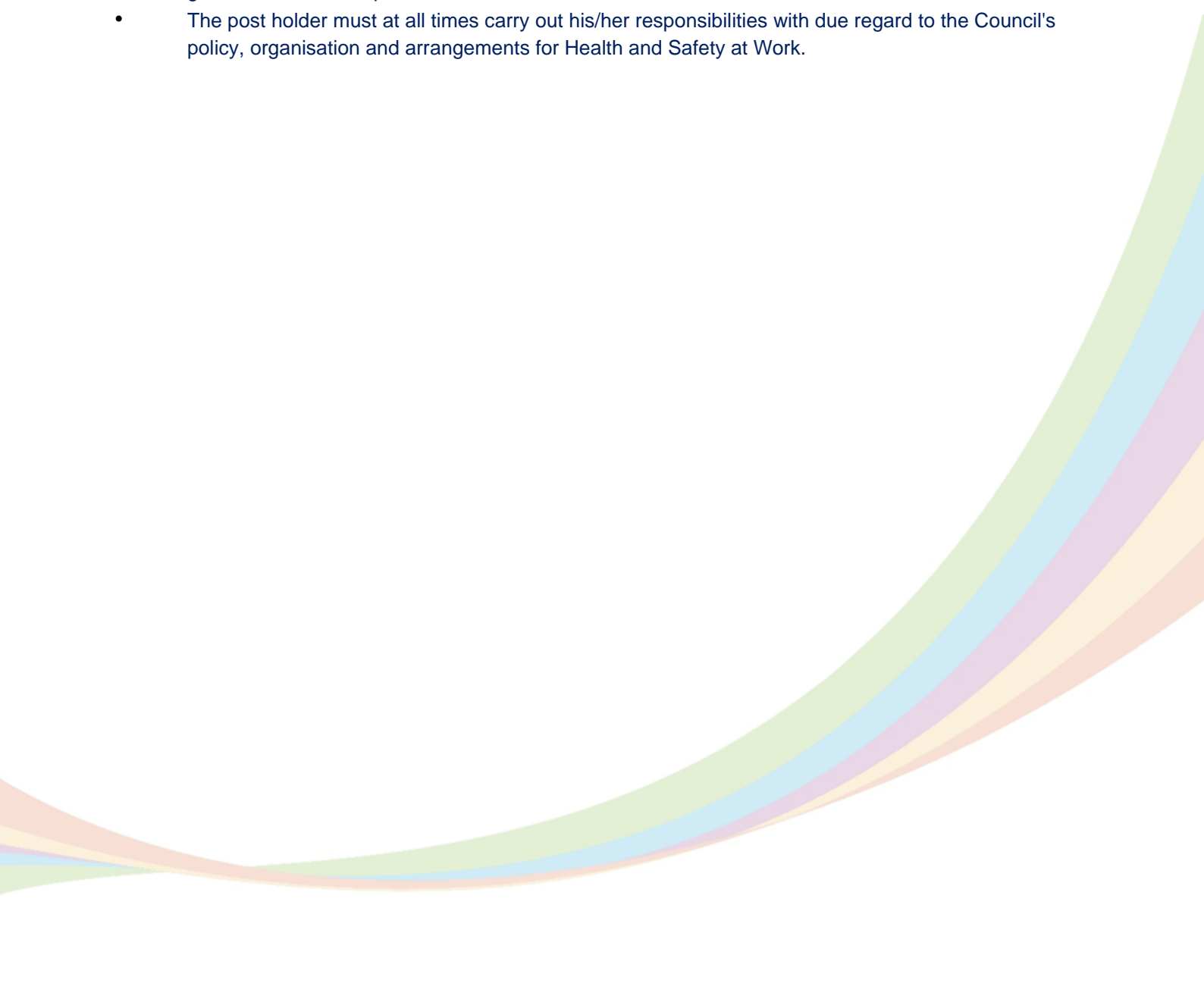
- To work in conjunction with the School Senior Leadership Team to provide targeted and identified support through the school's triage programme.
- To work in conjunction with the school's dedicated Education Psychology Team to develop a personalised approach to supporting students and their families.
- To work in conjunction with the school counsellor and other external agencies to provided target support and intervention for our young people and their families.

Additional duties and responsibilities

- As a member of the school's mentoring team, promote the safety and well-being of groups of pupils.
- Work with school staff and the individual pupils to be mentored, to agree targets and an action plan to improve the rate of progress being made in the pupils' learning
- Develop one to one mentoring relationships with pupils to support them in the implementation of their action plans and to overcome the barriers to learning.
- Act as an advocate for young people with the school, Parents/Carers and other agencies.
- Become familiar with and implement staff codes of conduct and relevant school policies including those for child protection, equal opportunities, inclusion, behaviour and homework.
- Work closely with the school staff to ensure that mentoring activity supports and is complementary to existing structures and procedures.
- Develop and deliver programmes of activities that enhance the learning of the identified pupils by working with them in small groups or individually within formally timetabled classes. This could also take place by withdrawal from classes; at lunchtimes; after school, during school vacations; in evenings through the medium of ICT.
- Contribute to the management and delivery of study support programmes.
- Develop contact with the families or carers (including the Local Authority) of the identified pupils to support the pupils' action plans and the achievement of their targets. This may require home visits in collaboration with other agencies.



Mentor (Pastoral, Engagement, Mental Health and Wellbeing) Job Description

- Liaise with representatives of other agencies such as Attendance Service, Children's Social Care and Inclusion Support teams, as required.
 - To raise pupils' aspirations and awareness of future options.
 - Keep careful records of interventions, undertake assessments, track pupils' progress and prepare reports, as requested by the designated member of the school's management team.
 - Provide appropriate information to assist the school to liaise with feeder schools, other high schools, the local authority and outside agencies.
 - Undertake training, networking and professional development as required by the school.
 - To collaborate closely with Senior Leaders and Staff to share best practice, monitor progress and evaluate the mentoring initiative.
 - To participate in the operation of the Council's Personal Performance Development Scheme
 - It is your responsibility to carry out your duties in line with the Council's policy on equality and be sensitive and caring to the needs of the disadvantaged, promoting a positive approach to a harmonious working environment. You should act as an exemplar on these issues and should identify and monitor training for yourself and any employees for whom you are responsible, in line with this policy and the Equality Act 2010.
 - Such other duties as may be appropriate to achieve the objectives of the post to assist the Thematic Area in the fulfilment of its objectives commensurate with the post holder's salary grade, abilities and aptitudes.
 - The post holder must at all times carry out his/her responsibilities with due regard to the Council's policy, organisation and arrangements for Health and Safety at Work.
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Mentor (Pastoral, Engagement, Mental Health and Wellbeing) Personnel Specification

The Personnel Specification outlines the main attributes needed to adequately perform the post specified. In drawing together the specification, a critical examination of the job description has been undertaken to pinpoint those elements of the post deemed as essential.

The Personnel Specification is intended to give prospective candidates a better understanding of the position's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates and in determining an applicant's suitability for employment, whilst giving due consideration to the need to make reasonable adjustments in line with the requirements of the Equality Act 2010.

	Essential	N/A	How identified
1. Qualifications			
<p>What does the job require in the way of:</p> <p>-</p> <p>Level of formal qualifications required to carry out the job. Describe these by level of attainment and by subject matter where appropriate, e.g. Degree, HNC, Professional Qualifications, GCSEs, CIPFA etc. Consider carefully whether these are absolutely necessary.</p>	<p>NVQ Level 3 in Childcare or equivalent that is relevant to work with young people.</p> <p>GCSE grade A* - C Maths and English or Level 2 equivalent</p> <p>Or</p> <p>Be willing to commence and complete study towards such qualifications within a period of 12 months following appointment.</p> <p>Or</p> <p>Equivalent prior experience</p>	<input type="checkbox"/>	<p>Formal possession of an appropriate qualification to be verified at interview or from records.</p>
2. Experience			
<p>What does the job require in the way of:</p> <p>-</p> <p>Specific related job experience and in what type of working environment. What kind of life experience could supplement or replace this? Which is more important to the success of the job?</p>	<p>Experience of working with children with complex needs.</p> <p>Knowledge and understanding of Equal Opportunities</p> <p>Knowledge of Health and Safety issues</p> <p>Working collaboratively within a team</p>	<input type="checkbox"/>	<p>Past employment activity record.</p> <p>Performance in related selection methods, e.g. presentation, group discussion.</p>
3. Training			
<p>What does the job require in the way of:</p> <p>Specific and/or specialist training in order to do the job, e.g. training in recruitment and selection, supervisory, management, inter-personal skills.</p> <p>Apprenticeship in a recognised trade.</p> <p>Practical training in the use of specific equipment, word processing etc.</p>	<p>Willing to attend relevant training</p>	<input type="checkbox"/>	<p>Past training history from application form and records. Selection process by demonstration of ability to display knowledge and skills at the interview.</p>

Mentor (Pastoral, Engagement, Mental Health and Wellbeing) Personnel Specification

4. Special Knowledge			
What special knowledge is required in order to perform the job properly, e.g. a knowledge of employment legislation, accounting, financial planning regulations, languages, computer systems, local area etc?	Good knowledge of child protection procedures and issues.	<input type="checkbox"/>	Qualifications held and demonstration of knowledge at interview.
5. Circumstances (personal)			
What kind of personal circumstances are required to do the job properly? The ability to work shifts, weekends etc. The willingness and ability to travel and stay away from home. Willingness to live-in if the job requires. Ability to drive, car ownership.	Ability to work when the school is open (Term Time working) Willingness to work flexibly to meet the requirements of the post. Ability to travel to different locations on a daily basis at short notice.	<input type="checkbox"/>	Ensuring candidates are aware of these requirements from the job description. Interview questions and application details.
6. Disposition			
How far does the job require: - Being steady, dependable, persevering, persistent, even tenacious, being difficult to distract or discourage. Getting on well with others, working readily with others, co-operating, and influencing others. Depending on oneself rather than others, relying on own resources, accepting responsibility, leadership qualities, ability to motivate others. Ability to cope with monotony, neatness, accuracy of work, attention to detail.	Enthusiastic and energetic. Support young people with patience, persistence, sensitivity and a commitment to their success. Commitment to working in partnership with parents Awareness of and respect for, the needs of the individual child and their families, including multi-cultural and inclusive practices.	<input type="checkbox"/>	Performance in related selection process, e.g. exercises, group discussion, problem-solving, questions etc.
7. Practical and Intellectual Skills			
What practical and intellectual skills are required for performing the job effectively? Does the person need to be a practically orientated person; should they be able to make decisions, should they be able to understand information derived from complex reports? What degree of manual dexterity is needed? Does the applicant need to be mechanically minded?	Able to communicate effectively with pupils, parents, other agencies and colleagues Ability to use IT technology confidently Maintain confidentiality and manage sensitive issues within the context of child protection legislation.	<input type="checkbox"/>	Performance in related selection process.
8. Legal Requirements			
Are there any limitations or requirements imposed by statute that candidates must comply with, e.g. special qualifications, minimum age range etc.? Are there any "Genuine Occupational Qualifications" as defined in legislation which apply to this post?	Enhanced DBS Check for Regulated Activity	<input type="checkbox"/>	Application form and interview questioning and references.

The Westminster School

THE REMAINING SECTIONS ARE TO BE COMPLETED BY MANAGERS AND ARE FOR THE APPLICANT'S INFORMATION ONLY.

9. Background Checks			
Please ✓ required check(s) referring to Section 9 of Guidance on completing individual sections of the Personnel Specification			
The post is subject to the following Background Check(s) which will be undertaken, where applicable, following a conditional offer of appointment.	a) Enhanced DBS with Children's and Adults Barring List Check	<input type="checkbox"/>	Only one or none of these checks (a – f) may be applicable.
	b) Enhanced DBS with Adults Barring List Check	<input type="checkbox"/>	
	c) Enhanced DBS with Children's Barring List Check	<input checked="" type="checkbox"/>	
	d) Enhanced DBS Check	<input type="checkbox"/>	
	e) Standard DBS Check	<input type="checkbox"/>	
	f) Basic Disclosure Check	<input type="checkbox"/>	
	Police Vetting Check	<input type="checkbox"/>	This check may also be required in addition to one from (a-f) above
	No Check Required	<input type="checkbox"/>	
10. Politically Restricted Post			
Is this post a "politically restricted post"?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
Applicants can gain further information on Politically Restricted posts in the "Information for job applicants' booklet".			
11. Main Physical Activities/ Requirements of the Post.			
Please ✓ if activity requires to be undertaken.			
The Council will make reasonable adjustments that are necessary for the successful candidate to undertake any of these activities			
Lifting / manual handling / client handling	<input type="checkbox"/>	Prolonged standing or sitting	<input type="checkbox"/>
Working at heights	<input type="checkbox"/>	Prolonged working with vibrating tools / machinery	<input type="checkbox"/>
Working in confined spaces	<input type="checkbox"/>	Bending / Squatting / Kneeling	<input type="checkbox"/>
Working outdoors	<input type="checkbox"/>	Manual cleaning /domestic duties	<input type="checkbox"/>
Agricultural / gardening work	<input type="checkbox"/>	Food Handling	<input type="checkbox"/>
Work requiring respirators or masks	<input type="checkbox"/>	Rotating shift work or night work	<input type="checkbox"/>
Work requiring hearing protection	<input type="checkbox"/>	Driving Duties HGV / LGV/Minibus / Passenger carrying	<input type="checkbox"/>

The Westminster School

Work with skin irritants / allergens / respiratory irritants/fine particles	<input type="checkbox"/>	Any other driving duties	<input type="checkbox"/>
Significant use of computers	<input type="checkbox"/>	Using restraint	<input type="checkbox"/>
Working with children or vulnerable adults	<input checked="" type="checkbox"/>	High mental stress content	<input type="checkbox"/>
Permanent night work	<input type="checkbox"/>	Physical / sport / leisure duties	<input type="checkbox"/>
Lone working	<input type="checkbox"/>	Regular walking on uneven ground	<input type="checkbox"/>
Working with challenging behaviours	<input checked="" type="checkbox"/>		
Other main physical activities not listed above			

12. Safety Critical Posts

A pre-employment/placement medical assessment with Occupational Health is required for any employee who is undertaking a safety critical post.

A safety critical post is one that is likely to be exposed to:-

- Noise (e.g. gardeners using mowers and highways road workers)
- Vibration
 - Hand/arm vibration (e.g. gardeners using blowers and/or strimmers, road workers, arborists, cleaners using buffers and countryside workers)
 - Whole body vibration (e.g. tractor drivers)
- Hazardous substances (i.e. solvents, fumes, dusts, biological agents and other substances hazardous to health) (e.g. School Design and Technology Technicians)

Also, the following posts: Fleet Drivers (where it is an essential requirement of the job to hold a valid driving licence in order to carry out the duties of the role), Trading Standards Officers, Vehicle Mechanics, School Crossing Patrol Operatives, employees working with asbestos and employees with responsibility for the health and well being of children and adults during the night require a pre-employment/placement medical.

Other Night workers (e.g. care workers and concierge staff) will be given the option to receive pre-employment/placement screening if they are offered the position

Having reviewed the criteria outlined in Section 12 is this post a "Safety Critical" post?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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13. Language Requirements

<p>Is this post covered by part 7 of the Immigration Act (2016), and therefore, the ability to speak fluent and spoken English is an essential requirement for this role? For example:</p> <ul style="list-style-type: none"> • The employee will work in a customer-facing role. • The employee is required to speak to members of the public in English and this forms a regular and intrinsic part of the role. • The employee requires a command of spoken English, to enable the effective performance of the role. 	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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