



Sheffield City Council Job Description

Inclusion, Behaviour and Attendance Specialist; Senior Learning Mentor

Portfolio:	This authority / school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
Service Area:	Commissioning Inclusion and Learning Service
Grade:	7 LD5 JWC 28
Responsible To:	ASM
Responsible For:	N/A
Holidays and Sickness Relief:	Other specialists appropriate to grade

Job Purpose

To be the lead professional for inclusion, attendance and behaviour issues and to advice, guide and support work related to the Building Successful Families Programme.

CONTEXT FOR THE POST

SERVICE CULTURE AND BEHAVIOURS

Commissioning Inclusion and Learning Service

We expect everyone who works within the service to reflect the values and behaviours of the portfolio.

We want our staff to:

Value diversity and treat people with respect - operating in a way that takes account of the diverse needs and aspirations of Sheffield's children, young people and families and actively challenging discrimination and prejudice.

Have pride in themselves, our services, CILS and Sheffield – actively promoting the contribution of the service to supporting successful children, young people and families throughout the city.

Listen and learn so we can improve – reviewing and improving our approach, ensuring that we learn as much from our failures as we do from success, creating opportunities and seeking creative solutions to problems, even when this involves challenging traditional ways of working

Be professional and business like

Be forward thinking with a 'can do' approach – adopting innovative ways to solve problems and bringing together ideas, people and resources to instigate change.

Be ambitious to improve, with high expectations of ourselves and our partners – responding to problems with clear outcomes in mind; evaluating the effectiveness of our activity

Value, support and develop staff and partners

Demonstrate effective, responsible leadership – particularly in the context of partnership working, building and maintaining constructive relationships with a diverse range of interest groups, removing barriers and communicating effectively

The Role of the Senior Learning Mentor (SLM)

The Specialist Practitioner will work within the local community with key partners, leading and developing practice ensuring that families receive timely, appropriate, high quality services. They will have a crucial role to play in promoting a skilled and confident workforce through coaching, mentoring and training of practitioners. They will also support managers in evaluating practice and implementing effective change. As a member of our Commissioning Inclusion and Learning Team they will show a commitment to whole family, solution focused, integrated working in achieving the best possible outcomes for children, young people and families.

Main Responsibilities of all Specialist Practitioners in addition to specific role

The Specialist Practitioner is an overarching role within the Inclusion and Learning workforce.

(Listed below are generic specialist practitioner responsibilities, there will be role specific responsibilities for each area of specialism)

- Leads on, supports others and evaluates the implementation of assessments and action plans to improve the effectiveness of service delivery
- Selects, handles and shares appropriate/complex information
- Holds, advises and supports on complex cases where appropriate
- Leads and develops practice in a specialist field
- Leads delivery targeted/specialist programmes and interventions where appropriate
- Facilitates peer supervision for practitioners in a specialist field
- Supports practitioners in development of practice through coaching and mentoring
- Contributes to workforce development through the delivery of training including the common induction
- Supports development and review of policies and procedures with key partners including schools. Disseminates and embeds policies and practice
- Leads, implements and evaluates new projects where appropriate
- Acts as local champion for whole family, solution focused, evidenced based, integrated practice
- Ensures families are involved in shaping and improving service delivery through evaluating and reviewing feedback and mechanisms of involvement
- Analyses and interprets complex data to evidence impact and inform future service delivery
- Maintain up to date records of cases using integrated case file and management information systems

- Maintain performance and develop practice and experience in line with personal targets agreed with line manager through supervision
- Contribute to achievement of Key Performance Indicators identified through service planning
- Work to prescribed quality standards for service provision set out by the service for all workers

SUPERVISION/MANAGEMENT OF PEOPLE

- Provision of support and advice to a range of practitioners
- Act in an educator capacity
- Through a range of approaches, ensure the dissemination of best practice throughout the team through the sharing of information and experience

CASE MANAGEMENT

- Implementation of policy, practice and procedures

RELATIONSHIPS

- Key relationships include; Service Users, MAST Workers, , Team Managers, Social Workers, Health Visitors, Childcare Providers, Midwives, Children's Centres, Police Officers, Education, Voluntary Agencies, General Practitioners, representatives from child and adolescent mental health, representatives from adult services and other members of Multi Agency Support Teams. This list is not exhaustive.
- The post holder has responsibility for creating and developing communications, negotiating, and joint decision making, with a range of professionals operating across departments, internal and external agencies/ partners, to achieve partnership working.
- Responsible for ensuring and influencing the ongoing development and professional practice of staff.
- Resolve conflicts in complex, contentious cases by problem solving and negotiation with all parties involved including appropriate professional challenge.
- Any child protection concerns, suspicions or allegations staff may have or are made aware of, no matter how small or trivial they may appear to be should be escalated to Managers, Assistant Service Manager or Service Manager immediately.

DECISION MAKING

- Identifying service shortfalls and notifying the Service Managers of these and making recommendations to resolve issues.
- Formulates and delivers a range of training packages to professional and vulnerable clients.

FINANCE

No financial responsibility

Duties and Responsibilities

Specific Duties and Responsibilities

The post holder must at all times carry out his/her responsibilities within the spirit of the City Council's Policies and Procedures, in particular the Council Policies on Equal Opportunities and Health and Safety and also, within the framework of the Children Act 2004 and annually agreed National Occupational Standards*.

- To advise, guide and support casework within the Multi Agency Support Teams (MAST).
- To lead and develop practice in the field of school inclusion, mentoring, attendance and behaviour.
- To support and challenge schools in the management of inclusion, attainment attendance and behaviour and ensure effective measures are implemented to identify monitor and track vulnerable children and young people, ensuring systems are in place and include child, young person and parental engagement
- To have oversight and provide specialist inclusion and behaviour related support and advice to other practitioners within the Multi Agency Support Teams (MAST) and other agencies.
- To identify issues posing risks or barriers to inclusion, learning, attendance and behaviour and ensure effective measures are in place to reduce or eliminate these
- To support the effective use of My Plan / FCAF providing advice and guidance
- To build and develop the MAST response to Looked After and Adopted Children in relation to school inclusion, attendance and behaviour and support the Children Looked After Champion.
- To provide advice and training to schools on the use of parenting contracts and parenting orders.
- To quality assure inclusion, attendance and behaviour related casework
- To ensure effective and efficient use of data, producing reports where appropriate, to develop greater understanding of needs, to assess the impact of services and measure outcomes for children, young people and families, and to identify gaps in service provision and the development of practice.
- To support the development and implementation of casework management systems and ensure case work is in line with all relevant strategy, policy and protocols and to ensure all information sharing procedures are followed.
- Support workforce development and contribute to the sharing of good practice between individuals and partner agencies. including leading and supporting the implementation of initiatives
- Manage and deliver the successful transfer of children and young people between

schools/services and transition at key stages in their learning.

- Lead the development of individual and group programmes to support children and young people to develop positive attitudes towards themselves and others, encourage enhanced motivation, self esteem and educational achievement.
- Work within an extended range of networks and partnerships to broker support and learning opportunities to improve the quality of services to targeted children and young people which may include out of school activities
- Develop and maintain a sound working knowledge of the key legislation, entitlements, obligations and powers of all individuals engaged with children, young people and their families to contribute to the delivery of services

Working Conditions

The post holder will need to work to agreed deadlines and manage their workloads to enable performance targets to be met by the authority.

The work will be split between office based and school bases including occasional visits to homes in a planned, organised and directive way.

Physical Effort

- Minimal physical effort required.

Physical Dexterity

- Normal requirements for precision and speed associated with office based duties.

Health and Safety

- Will be required to visit service users in their homes but will mainly be working in school and community settings.

Emotional Context

- The work involves dealing with staff and service users under stressful and emotionally charged situations

General Duties and Responsibilities

- The post holder must, at all times carry out their duties and responsibilities in accordance with Sheffield City Council policies and procedures, in particular those relating to Equal Opportunities and Health and Safety.
- To undertake any other duties and responsibilities appropriate to the grade and purpose of the job as may be determined between the post holder, management and the appropriate trade union.

- To be committed to safeguarding and promoting the welfare of children and young people and/or vulnerable adults.

Issue date: September 2011

Person Specification

Post Title: Senior Learning Mentor

Minimum Essential Requirements	Assessment Method
Knowledge and Experience	
Minimum of 3 years' post qualifying experience in a School, Child and Families / multi-agency workforce.	Application Form / Interview
Comprehensive knowledge of assessment, thresholds of need, risk management and reviews that support robust, outcomes linked to early identification and inclusive practice.	Application Form / Interview
Comprehensive knowledge of evidence based individual and group work techniques appropriate for engaging children and families.	Application Form / Interview
Awareness of City Council Policies on safeguarding, including Children Looked After and Children Missing from Education.	Application Form / Interview
Comprehensive knowledge of the causes and consequences of family needs and effective practice, linked to signs of safety.	Application Form / Interview
Comprehensive knowledge of child and adolescent development.	Application Form / Interview
In-depth knowledge around attendance of children in educational settings, including the DFE and legal framework and guidance.	Application Form / Interview
Skills and Abilities	
Ability to promote and work in an anti-oppressive and anti-discriminatory manner.	Application Form / Interview
Excellent communication skills.	Application Form / Interview
Ability to engage, motivate, inspire and promote constructive critical reflection for children and families to achieve a long term sustainable engagement and investment in education, learning and employment.	Application Form / Interview
Demonstrates ability in providing advice to front line practitioners', decision making, problem solving and appropriate professional challenge in a safe, outcome focused way to support quality assessment, risk management and appropriate and timely support for professionals, children and families.	Application Form / Interview
Ability to support the monitoring and evaluation of performance and effectiveness in others.	Application Form/ Interview
Ability to support, analyse and develop staff to effectively engage with children and families.	Application Form/ Interview
Ability to work within a multi-disciplinary team, engaging, supporting and collaborating with partners.	Application Form/ Interview

Ability to work in partnership and build relationships with others in both statutory and voluntary sector support providers.	Application Form/ Interview
Ability to analyse and interpret data	Application Form/ Interview
Personal Qualities	
Commitment, Flexibility, Resourcefulness, Innovative, Persistent, Reliable	Application Form/ Interview
Qualifications	
Minimum of NVQ Level 4 or equivalent qualification in relevant field	Application Form & evidence of qualification
Behaviours – our ways of working	
Collaboration: working with others, both internally and through partners, harnessing different skills, experience and perspectives to achieved shared commitment to service delivery.	Application Form/ Interview
Communication: Clear about priorities, communicates directly and honestly and promotes understanding, invites participation and seeks feedback.	Application Form/ Interview
Innovation: Positively seeks to do things better. Leads on/Participates in opportunities, challenges and changes. Encourages creativity, stretches and develops others.	Application Form/ Interview
Ensuring fairness: Understands and works to the values set out in the Corporate Plan, values people as individuals, show respect and positive regard for others	Application Form/ Interview
Work Related Circumstances	
Work flexibly when required to ensure that levels of service provision are achieved within agreed frameworks for flexible working set out in the service. This may include evening and weekend work as part of a rota to cover service delivery within the hours 8am to 8pm Monday to Saturday inclusive	Application Form

Health Risks Specification

Key: AF-
Application

Form, AC - Assessment Centre Activities, I – Interview

Please see the tasks, where there are some potential, residual health risks for the job

Task	Potential Health Risk if X
ICT/Computer user	<input checked="" type="checkbox"/>
Moving and handling of clients	<input type="checkbox"/>
Regular manual handling objects/ furniture/equipment	<input type="checkbox"/>
Working at heights	<input type="checkbox"/>

Noise/Vibration exposure

Confined Spaces

LGV/PCV driving

Minibus driving

Fork Lift Truck driving

School Crossing Warden Work

Night Work

Substances covered by COSHH

Respiratory and Skin Sensitisers

