Ribston Hall High School

Pastoral Intervention Mentor

NJC SCP 11-15, 39 weeks per annum, 25 hours per week, 39 weeks per annum (Term-time and INSET)

Job Purpose

The Pastoral Intervention Mentor plays a key role within the school's wellbeing provision, providing targeted support to students experiencing emotional, social, behavioural or mental health difficulties that may impact their engagement, wellbeing and academic progress.

Working under the direction of the Wellbeing Lead, the post holder will deliver individual and group interventions, helping students develop resilience, coping strategies, self-esteem, emotional regulation and positive relationships. The role aims to reduce barriers to learning and support students to thrive both personally and academically.

Main Duties and Responsibilities

Individual Student Support

- Deliver targeted one-to-one support and intervention sessions for students experiencing challenges such as anxiety, low mood, stress, friendship difficulties, bereavement, family concerns, emotional regulation difficulties, self-esteem issues or other wellbeing needs.
- Build positive, professional relationships with students to promote trust, engagement and personal development.
- Support students in identifying strengths, setting achievable goals and developing strategies to overcome barriers to learning.
- Assess student wellbeing needs and deliver appropriate interventions within the scope of the role and under the guidance of the Wellbeing Lead.
- Support students in accessing additional services or specialist support where appropriate.

Group Support and Psychoeducation

- Plan and deliver structured group interventions on topics such as anxiety management, emotional regulation, resilience, friendship skills, examination stress, self-esteem, grief and loss, and positive mental health.
- Facilitate support groups for students with shared experiences or identified needs.
- Contribute to the development of preventative and early intervention programmes to promote emotional wellbeing and positive mental health across the school community.
- Deliver workshops and wellbeing activities that support students' personal, social and emotional development.

Collaborative Working

- Work collaboratively with the Wellbeing Team, Heads of Year, pastoral staff, SEND staff and teaching colleagues to support students effectively.
- Maintain regular communication with Heads of Year, Attendance Officer and relevant staff regarding concerns that may affect a student's wellbeing, attendance or learning.
- Attend relevant meetings and contribute to multi-disciplinary discussions regarding student support.
- Develop positive relationships with parents and carers where appropriate and under the guidance of senior staff.

Monitoring, Evaluation and Record Keeping

- Maintain accurate, confidential and timely records of interventions, wellbeing concerns and student progress.
- Monitor and evaluate the impact of interventions, providing feedback and recommendations to the Wellbeing Lead.
- Contribute to the collection of wellbeing data and outcomes to support service development and evaluation.
- Ensure all record keeping complies with school policies, GDPR requirements and professional standards.

Neurodiversity and Inclusive Practice

- Support the development and wellbeing of neurodivergent students, recognising and valuing individual strengths and differences.
- Adapt interventions and communication approaches to meet a range of learning, communication, sensory and emotional needs.
- Work collaboratively with SEND staff and pastoral teams to ensure appropriate support strategies are implemented.
- Promote inclusive practices that enable all students to access support and participate fully in school life.

Safeguarding

- Maintain a strong awareness of safeguarding responsibilities and follow all school safeguarding policies and procedures.
- Undertake mandatory safeguarding training and maintain Level 1 Safeguarding certification as a minimum.
- Report any safeguarding concerns immediately to the Designated Safeguarding Lead (DSL) or safeguarding team.
- Always maintain professional boundaries and confidentiality, sharing information only in accordance with safeguarding and child protection procedures.

Professional Development

- Engage fully in supervision, training and professional development opportunities.
- Keep up to date with current research, guidance and best practice relating to young people's mental health, wellbeing and pastoral support.
- Participate in regular supervision meetings with the Wellbeing Lead.

Skills and Knowledge

- Excellent communication and interpersonal skills.
- Ability to build positive and supportive relationships with students, parents and staff.
- Strong active listening, empathy and problem-solving skills.
- Understanding of adolescent development, mental health and emotional wellbeing.
- Ability to maintain professional boundaries and confidentiality.
- Good organisational and administrative skills, including accurate record keeping.
- Ability to work effectively both independently and as part of a team.

Experience

Essential

- Experience of working with children or young people in a supportive, pastoral, educational, wellbeing or mentoring capacity.
- Experience of building positive relationships with young people and supporting them to overcome barriers to success.
- Experience of delivering individual or small-group interventions.

Desirable

- Experience working within a school or educational setting.
- Experience supporting children and young people with emotional wellbeing or mental health needs.
- Experience of working positively and effectively with neurodivergent students, including those with Autism Spectrum Condition (ASC), ADHD, dyslexia, dyspraxia, sensory processing differences and other neurodevelopmental needs.
- Experience of adapting interventions and communication styles to meet diverse learning and emotional needs.
- Relevant qualifications or training in counselling skills, youth work, mental health, wellbeing, mentoring, safeguarding or related fields.

Personal Attributes

- Compassionate, approachable and emotionally intelligent.
- Patient, calm and resilient when working with students experiencing difficulties.
- Professional and trustworthy, with the highest regard for confidentiality.
- Flexible and adaptable in responding to changing student needs.
- Committed to inclusion, equality and promoting positive outcomes for all students.
- Passionate about supporting young people's wellbeing and personal development.

Supervision

The post holder will receive regular professional supervision and support through weekly meetings with the Wellbeing Lead, alongside opportunities for ongoing training and development.