Job Description

**POSITION:** Learning Mentor (full-time)

**GRADE:** SO1

**RESPONSIBLE TO:** The Head Teacher

**REPORTING TO:** Pastoral Care Manager

**PURPOSE OF JOB:**

To provide a complementary service to that given by existing teachers, pastoral staff and senior leadership team, addressing the needs of children who require support to overcome barriers to learning both inside and outside the school in order to promote excellent behaviour for learning and maximise educational progress.

**MAIN DUTIES AND RESPONSIBILITIES:**

1. Preventing and reducing behaviour incidents

* Promoting positive behaviour and attitudes to learning throughout the school.
* Supporting the SLT in implementing an effective behaviour management policy within the school.
* Ensuring stakeholder understanding of the school’s golden rules, behaviour system and values.
* Building professional relationships with pupils based on trust, respect and support.
* Developing positive relationships with staff through regular liaison regarding disciplinary/welfare/emotional issues in order to implement strategies/systems/activities to manage pupils’ challenging behaviour.
* Developing positive relationships with parents through regular liaison regarding disciplinary/welfare/emotional issues in order to implement strategies/systems/activities to manage pupils’ challenging behaviour.
* Supporting students during break and lunch times by running interventions, organising and overseeing games and activities and being proactive in introducing systems which limit behaviour incidents.
* ‘Meeting and greeting’ key pupils in the mornings and ‘checking in’ with them before they leave at the end of the day.
* Leading the implementation of a restorative justice approach in collaboration with the Pastoral Care Manager.
* Responding to any potential influences outside of school, such as threats via social media and gang related crime, reporting this immediately to the Pastoral Care Manager.
* Identifying vulnerable Year 6 pupils and providing additional support for their transition to Secondary.

2. Responding effectively to behaviour incidents

* Taking a lead role in responding to and resolving behaviour incidents and issues.
* Undertaking investigations into reported misbehaviour/incidents and implementing strategies according to the school behaviour policy.
* Keeping teachers and parents updated and informed about behaviour incidents and work carried out in response to them.
* Providing first response to stage 3 behaviour incidences in coordination with the Pastoral Care Manager.
* Maintaining accurate behaviour records using school systems.

3. Providing ongoing support to pupils with challenging behaviour

* Managing a caseload in a learning mentor role for short-term intervention for children presenting immediate, severe or persistent behavioural/emotional issues in school as an in-house support for work undertaken for those children by the Pastoral Care Team.
* Supporting identified pupils in class to improve their behaviour for learning.
* Liaising with internal and external professionals to ensure a coordinated approach in supporting children to overcome barriers.
* Working in partnership with the Inclusion Manager, taking part in SEN reviews for children where behaviour has been a barrier to learning.
* Supporting with the transition of mid-year admissions.
* Supporting parents/carers of newly arrived pupils.

4. Child Protection

* Ensuring that all safeguarding concerns are reported to the Designated Child Protection Officer.
* Maintaining accurate child protection and pastoral care records using school systems.

5. Conduct

* Developing positive relationships with and between staff and pupils conducive to optimum learning.
* Following the school Code of Conduct at all times.
* Following health and safety guidelines and directives.

6. Professional

* Keeping-up-to-date with current educational/pastoral thinking and practice, both by study and by attendance at courses, workshops and meetings and participating in national or local arrangements for appraisal of staff performance.
* Using information technology systems as required to carry out the duties of the post in the most efficient and effective manner.

7. Corporate life

* Promoting the school vision and values.
* Taking part in the corporate life of the school (e.g. attending assemblies, taking part in fundraising events, being part of the team organising concerts).

8. Equality policies

* Ensuring that subject matter and learning resources reflect borough and school policies on equality, and that the implications of these policies are borne in mind in relation to all tasks and duties listed in 1 - 7 above.

It should be noted that this is a new post and it is expected that the job description will evolve as the role of the post holder develops. The Behaviour Learning Mentor will be expected to undertake other duties appropriate to the post that may reasonably be required from time to time.

**COMPETENCIES**

* Trained and qualified in a relevant area of study (i.e. child development, pastoral care, etc.).
* Trained in child protection to level 3 (or willingness to train early in post if other competencies are met).
* A proven commitment to high expectations and raising children’s educational achievement.
* Recent, substantial experience of working directly with pupils with additional and complex social needs, including behavioural difficulties.
* An ability to demonstrate best practice in supporting pupils with pastoral care needs.
* An understanding and experience of child protection systems and process in schools.
* The ability to analyse behaviour records and use them to set targets for improvement.
* The ability to work with multiple professionals from different agencies, including experience of Team around the Child/Family work (TAC/TAF).
* Knowledge and understanding of teaching and learning in primary schools and the role that learning mentors play in raising achievement.
* Excellent interpersonal and communication skills, and experience of working with hard-to-engage parents.
* The ability to act on own initiative.
* The ability to prioritise and work to a deadline, with excellent organisational skills.
* The ability to adapt to changing circumstances and new ideas.
* A commitment to team work, equality of opportunity in all aspects of school life, personal professional development and excellent attendance.
* Good ICT skills (ability to confidently use Microsoft Office applications).