

## **JOB DESCRIPTION**

**Post:** Behaviour Learning Mentor

**Scale:** TBC

**Contract:** 33.5 hours, term time only

### **PURPOSE OF THE ROLE:**

- To provide a complimentary service to teachers and support staff in the school.
- To address the needs of pupils who require support to overcome the barriers to learning (social, emotional and mental health) they experience both inside and outside the school, in order that they are able to achieve their full potential.

### **MAIN RESPONSIBILITIES:**

#### **Support for Children**

- To participate in the assessment of pupils who need extra help to overcome the barriers to learning (social, emotional and mental health) they experience from inside and outside school.
- To draw up an action plan with the SLT for individual pupils who need support.
- To work in a variety of ways to support, motivate and challenge pupils and raise levels of behaviour including through support in class, 1:1 support and group activities.
- To maintain regular contact with families / carers of pupils in need of extra support, to keep them informed of the child's needs and progress, and to secure positive family support and involvement.
- To provide support to pupils who may be at risk of exclusion.

#### **Support for Teachers**

- To work closely with the SLT and class teachers to identify and implement individual mentoring plans for identified pupils.
- To use behaviour data to identify targets.
- To keep detailed monitoring and progress records.
- To report on the implementation of all action plans to the Assistant Principal
- To share knowledge and provide guidance to other staff in relation to a range of activities and programmes of support which will meet the needs of pupils.

#### **Support for the School**

- To work closely with and under the supervision of the Assistant Principal to support individuals and groups of children as directed and support with administrative duties such as the preparation of paperwork for meetings and reviews.
- To provide cover in the event of short term absences.
- To attend relevant courses and staff training.
- To carry out other duties commensurate with the grade and nature of the post.

## Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

## Safeguarding

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

## PERSON SPECIFICATION

### Learning Mentor

Scale: (subject to evaluation)

General heading	Essential Requirements	Desirable Requirements
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good level of literacy and numeracy skills to GCSE standard or equivalent</li> <li>• NVQ Level 3 or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to own professional development</li> <li>• Relevant educational degree</li> </ul>
<b>Training / Skills</b>	<ul style="list-style-type: none"> <li>• Knowledge of interventions to support children eg social skills development activities</li> <li>• The ability to communicate effectively both orally and in writing</li> <li>• Good personal organisation e.g. time management</li> <li>• Ability to supervise and organise pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Good I.C.T. skills</li> <li>• Knowledge of the National Curriculum and the Early Years Foundation Stage curriculum</li> <li>• To have had recent training in Team Teach</li> <li>• To have training in Thrive or Nurture</li> </ul>

	<ul style="list-style-type: none"> <li>• Ability to work independently and as part of a team</li> <li>• Ability to show initiative in a range of situations</li> <li>• Ability to interact positively with pupils, parents and colleagues</li> <li>• Ability to plan appropriate learning activities</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Working with children in a primary setting</li> <li>• Working in an educational environment</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in an SEMH setting</li> <li>• Medication training</li> <li>• First aid training</li> </ul>
<b>Personal Characteristics</b>	<ul style="list-style-type: none"> <li>• Confidence, sensitivity, reliability, and enthusiasm</li> <li>• Ability to communicate effectively with children and young people</li> <li>• Good interpersonal skills</li> <li>• Ability to work as a member of a team</li> <li>• Ability to take direction</li> </ul>	
<b>Special Requirements</b>	<ul style="list-style-type: none"> <li>• Successful candidate will be subject to an enhanced Disclosure and Barring Service Check</li> <li>• Right to work in the UK</li> <li>• Evidence of a commitment to promoting the welfare and safeguarding of children and young people</li> </ul>	