

## **JOB DESCRIPTION: Behaviour for Learning Mentor**

### **1. INTRODUCTION**

- 1.1 The purpose of this job description is to identify generic and specific individual responsibilities in order for the employee to participate at The Holmewood School, London in a full and effective way.
- 1.2 This job description takes into account the contract agreed between THSL and the job holder. It relates to the professional and representative role that the job holder has within THSL.
- 1.3 It will reviewed at the beginning of each academic year or sooner if necessary
- 1.4 The job description will be referred to by the job holder and the team leader during the Performance Management process.
- 1.5 The job description is not intended to restrict an individual's participation, especially in activities carried out voluntarily.
- 1.6 All duties of the post holder will take place across all THSL sites.

### **2. PURPOSE**

- 2.1 To actively commit to THSL's vision, values and mission and encourage all staff and pupils to follow this example.
- 2.2 To follow and promote the school's policies.
- 2.3 To assist teaching staff to implement and deliver an appropriate broad, balanced, relevant and differentiated curriculum for pupils with SEN.
- 2.4 To provide support for pupils, teachers and the school to raise standards and attainment of pupils.
- 2.5 To assist teaching staff in providing a wide experience of learning opportunities that ensure each pupil meets their full potential.
- 2.6 To provide individual or group sessions to pupils within an educational setting.
- 2.7 To support class staff where students are in crisis.
- 2.8 To deliver aspects of the school curriculum under and direction of teaching staff and/or Head of W&B.
- 2.9 To provide families with support to ensure home and school work as effectively as possible together.

### **3. OPERATIONAL / STRATEGIC MANAGEMENT**

- 3.1 To contribute to and assist teaching staff with whole school planning, curriculum activities and extracurricular activities.
- 3.2 To contribute to the school development plan, looking at ways in which the school can develop its services further to support the whole community.
- 3.3 To assist in the development and implementation of individual pupil programmes and lessons.
- 3.4 To lead individual or small group work directly with pupils, under the direction of the Head

of W&B.

#### **4. CURRICULUM**

- 4.1 To ensure a range of teaching strategies are implemented to support the school's strategic objectives and relevant to individual's needs.
- 4.2 To assist in the process of curriculum development to ensure the continued relevance to the needs of the pupils.
- 4.3 To keep up to date with local and national curriculum developments, initiatives and current methodology.
- 4.4 To support the curriculum through supporting enrichment activities.
- 4.5 To support academic learning by providing a range of support activities and work which develops pupil wellbeing and behaviour.
- 4.6 To support pupils and actively model best practice to staff at break times and lunch times.

#### **5. STAFFING**

- 5.1 To support the class team in the event of staffing needs where a young person is in particular need of support.
- 5.2 To take part in school training and professional development with a commitment to acquiring additional SEN knowledge and expertise.
- 5.3 To actively engage in the Performance Management Review process.
- 5.4 To work and contribute as a member of a designated team and to contribute positively to effective working relations within the school and multidisciplinary teams.

#### **6. COMMUNICATIONS**

- 6.1 To communicate effectively and positively with all staff and to adhere to the school policy, where appropriate, communicate and cooperate with persons, professionals or bodies outside of school.
- 6.2 To cover staff who are absent, particularly where there is a behaviour need.
- 6.3 To communicate effectively and purposefully to parents and pupils as appropriate.
- 6.4 To support the role of families as partners in supporting their child with SEN.
- 6.5 To work directly with families ensuring continuity of practice between home and school under the direction of the Head of W&B.
- 6.6 To work closely with therapists ensuring that the wellbeing and safety of all pupils is always the priority.

#### **7. TEACHING AND LEARNING**

- 7.1 To assist, and in some instances be responsible for the teaching of pupils according to their educational needs, including the planning, implementation and assessment of pupils' work and progress.
- 7.2 To be responsible for delivering additional learning plans for individual pupils such as therapeutic programmes, social skill development or sensory integration programmes.
- 7.3 To assist in recording the attendance, progress, development, behaviour and attainment of pupils and keep records in line with school policy and practice.
- 7.4 To contribute to reports for pupils' statutory assessments, annual reviews, transitions and individual programmes.
- 7.5 To ensure high quality of teaching and learning experiences for all pupils that meets with the internal and external quality standards.
- 7.6 To prepare and update materials and resources.
- 7.7 To use a variety of delivery strategies and methods that will stimulate and support learning

- appropriate to the individual's needs.
- 7.8 To maintain discipline in accordance with the schools' procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
  - 7.9 To share good practice with others and support the school's policy on monitoring the quality of teaching and learning and overall classroom practice.

## **8. PASTORAL**

- 8.1 To promote the general well-being and pastoral care of individual pupils and liaise with staff when appropriate.
- 8.2 To encourage pupil attendance in lessons and encourage pupils to be full participants of the school community and aspects of school life.
- 8.3 To evaluate and monitor the emotional well being of pupils and with the SLT report on this (at least termly) to the Head Teacher.
- 8.4 To follow the school behaviour policy and support all staff to ensure it is implemented effectively at all times.
- 8.5 To work with the SLT form tutors and class teams to maintain up to date and meaningful Behaviour Support Plans for all pupils.
- 8.6 To communicate as and when appropriate, with parents, professionals or bodies out of school concerning the welfare of individual pupils.
- 8.7 To contribute to the development and teaching of the PHSE and citizenship, SMSC, and Life Skills curriculums.
- 8.8 Use behaviour data to support in creating, implementing and reviewing behaviour interventions including restorative justice meetings and compiling ABC charts.
- 8.9 Run behaviour briefings and student focus meetings, completing and actioning the notes taken.

## **9. SAFEGUARDING**

- 9.1 To be responsible for promoting and safeguarding the welfare of all children and young people in the school.
- 9.2 To communicate effectively regarding all safeguarding matters that are evident from work inside and outside of the school.

## **10. OTHER DUTIES**

- 10.1 To take part in appropriate marketing activities such as parent evenings, open days, conferences, and links with other schools.
- 10.2 To contribute to maintaining and developing effective links with outside agencies.
- 10.3 To comply with the school's Health and Safety policy and carry out the necessary risk assessments.
- 10.4 To understand and demonstrate practice of equality and diversity.

Whilst every effort has been taken to explain the duties and responsibilities of the post, certain individual tasks may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake any task of a similar level that is not specified in the job description.

Employees are expected to follow the staff code of conduct and provide a welcoming environment where they are courteous to colleagues, visitors, telephone callers and those they communicate with online or through social media.