

Behaviour Support Learning Mentor Job Description and Person Specification

Report to: Inclusion Leader

Job Description

The Behaviour Support Learning Mentor will provide a complementary service to teachers and other staff, addressing the needs of children who require assistance in overcoming barriers to learning in order to achieve their full potential, or accessing the curriculum.

The Behaviour Support Learning Mentor will work with a range of pupils, but give priority to those who need the most help, especially those experiencing multiple disadvantages including:

- Children with special or medical needs
- Challenging behaviour
- Children with a statement of special educational needs

The Behaviour Support Learning Mentor will be predominantly education based but will have a wider remit including working with families and the wider community.

The Behaviour Support Learning Mentor will work with children on a one-to-one basis or in small or large groups, acting as a:

- Listener;
- Facilitator for learning;
- Encourager;
- Motivator;
- Role model.

Core Purpose

- Work with children whose behaviour and disaffection has significant impact upon their attainment
- Support the ethos of the school
- Improve pupil progress and achievement by helping to minimise barriers to learning and maximise pupil participation

General Responsibilities

1. To devise, implement and evaluate specialised programmes of work to encourage and promote a pupil's social emotional and behavioural development.
2. To work with teaching staff and/or other support staff in devising and implementing individual learning plans to promote pupils' academic, social, emotional and behavioural development.
3. To plan and facilitate structured games and activities, to support pupils to make appropriate use of unstructured times.
4. To plan and draw up approaches that could be used to support pupils both individually and within a group. To train and support identified school staff, by modelling approaches, with a view to staff feeling confident and able to use the approaches following the withdrawal of Behaviour Support Learning Mentor.
5. To demonstrate impact of role through reducing number of exclusions and improving positive aspects of the schools behaviour systems.
6. To work with individuals & groups both within and outside the classroom setting
7. Undergo training for the creation of nurture groups.
8. To be responsible for a nurture room.
9. To organise and run extracurricular activities during lunch and out of school activities.
10. Organise lunchtime activities to support pupils who have difficulties at break time.
11. Help students to manage and resolve conflict by using and teaching them a variety of strategies.
12. To observe and monitor pupil progress, adapting an agreed approach to meet particular needs, recording and maintaining records of pupils' development and progress.
13. To contribute to the assessment of pupil progress and to produce detailed written reports outlining pupil progress.
14. Work effectively and collaboratively with teachers, support staff and external support as required to ensure effective support provision for all our pupils.
15. Under the direction of the Inclusion Leader, help to create criteria for identifying those students who need Learning Mentor support.
16. Help plan the reintegration of students after extended absence or exclusion.
17. Outreach to families whose home circumstances appear to present a significant barrier to successful learning, and work with parents to help the student achieve their targets.
18. Monitor students progress before, during and after intervention to measure the impact of the intervention strategy on progress; include student evaluations
19. Maintain a record of evaluations as evidence of effective practice, support and guidance
20. Identifying, in association with school staff, pupils who would benefit from mentoring.
21. Setting up and running interventions as necessary.
22. Networking with other Learning Mentors to share good practice.
23. Create a directory of resources, activities, organisations and support services which can be drawn upon by staff/parents to support children identified.
24. To provide first aid as necessary (training will be given).

25. Organising training for other Learning Support Assistants/Teaching Assistants.
26. Regularly monitor and reward the achievement of children working with you with whom we are working
27. Attend and participate in multi-disciplinary meetings contributing to the sharing of information and/or planning in relation to specific pupils.
28. Undertake a range of administrative duties relevant to the post.
29. Participate as required in relevant training which has been identified by the members of the Senior Leadership Team. This will include a planned induction period.
30. Ensure confidentiality is maintained at all times.
31. Any other duties relevant to the work of the postholder as requested by the Senior Leadership Team.

Person Specification

These qualities will be assessed from the application form submitted and responses made at interview

JOB TITLE: Behaviour Support Learning Mentor

CRITERIA	ESSENTIAL	DESIRABLE
QUALIFICATIONS/ TRAINING		<ul style="list-style-type: none"> • Childcare/ child development/behaviour course • Current first aid certificate • 4 GCSEs (Grade A-C) or equivalent including Maths and English
SKILLS	<ul style="list-style-type: none"> • Good interpersonal skills and an ability to relate and communicate effectively with children, staff and parents. • Good literacy and numeracy skills • Good organisational skills • Ability to maintain confidentiality • Ability to book training for other staff • Ability to work in a 1:1 relationship & in groups. • Ability to keep neat and accurate records. • Ability to work flexibly as part of a team • Ability to show initiative when appropriate. • Clear, legible handwriting 	<ul style="list-style-type: none"> • Basic practical skills • Computer keyboard skills • Ability to speak, read and write a language other than English
KNOWLEDGE	<ul style="list-style-type: none"> • Good standard of spoken and written English. • Good English comprehension • Understanding of the developmental needs of children. • Understanding of the importance of play • Knowledge of a range of behaviour management strategies & techniques 	<ul style="list-style-type: none"> • An understanding of potential hazards to children both inside and outside the classroom and an ability to avoid hazardous situations whenever possible. • An understanding of issues affecting children (e.g. bullying, abuse).

EXPERIENCE	<ul style="list-style-type: none"> • Experience of working with primary age children with special educational needs 	<ul style="list-style-type: none"> • Experience of working as a learning mentor / behaviour support assistant to support children with challenging behaviour
PERSONAL QUALITIES	<ul style="list-style-type: none"> • Caring, approachable, firm, understanding, consistent, assertive and calm. • Understanding of children’s needs. • Understanding and respecting the need for absolute confidentiality • Adaptability and willingness to assist with other aspects of school life. • Willingness to continue to learn and develop and train 	