

JOB DESCRIPTION

Job Title:	Behaviour Support Learning Mentor
School:	Drapers Mills Primary Academy
Location:	St Peter's Footpath, Margate, CT9 2SP
Reporting To:	Headteacher
Key Internal Relationships:	Headteacher, SLT, SENCO, Teaching and Support Staff, Trust HQ, other TKAT schools

Our Commitment

Be Who You Are at TKAT - This Job Description represents the role as we see it in its entirety. We do not expect candidates to have in-depth experience of every element of an application, but we do expect to provide you with the support and flexibility you need to get there and to enable you to do it your way. We want to demonstrate to our children and young people what a good, inclusive employer looks like in order to inspire them to be whoever they want to be.

Safeguarding - TKAT is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Offers of employment will be subject to the full Safer Recruitment process, including an enhanced disclosure and barring service check.

Equal Opportunities - TKAT is committed to equality of opportunity. We welcome applications from all suitable candidates, regardless of any protected characteristic for example race, gender, sexual orientation, disability or age. All applications are treated on merit. This includes applications from individuals wishing to work full time, part-time or on a flexible basis.

Job Purpose

The Behaviour Support Learning Mentor will:

- Support pupils who are facing difficulties in school because of issues related to social, emotional, personal, behavioural problems or other factors.
- To pupils overcome their barriers to learning and fully engage with lessons to become more effective learners, and to improve academic and pastoral progress.
- Promote pupils independence, self-esteem and social inclusion.
- Be responsible for ensuring equality of opportunity for all.
- Take responsibility for promoting and safeguarding the welfare of children within the school and trust.
- Work inline with the school ethos and the trusts' vision.

Duties and Responsibilities

Teaching and Learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND).
- 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.
- Promote consistently high expectations of all pupils and make sure they're making good progress by offering targeted academic and pastoral support.
- Identify pupils or groups of pupils who are facing learning difficulties, and put initiatives in place to address the barriers to learning they're experiencing.
- Promote and support inclusion for all pupils, including those with special educational needs (SEN), English as an additional language (EAL) or with a physical disability.
- Develop individual and group mentoring programmes, creating space for pupils to receive academic and personal support from staff and peers.
- Role model good levels of literacy and numeracy, and encourage improvement in these areas among pupils who are struggling.
- Support pupils' successful transition to the next phases of education.
- To demonstrate impact of role through reducing number of exclusions and improving positive aspects of the schools behaviour systems.
- Help students to manage and resolve conflict by using and teaching them a variety of strategies.

Planning

- To plan and draw up approaches that could be used to support pupils both individually and within a group.
- To plan and facilitate structured games and activities, to support pupils to make appropriate use of unstructured times.
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
- Help to create criteria for identifying those students who need learning mentor support Under the direction of the Inclusion Leader.
- Help plan the reintegration of students after extended absence or exclusion.
- Prepare the classroom/nurture rooms for interventions/activities.
- To organise and run extra curricular activities during lunch and out of school activities.
- Regularly monitor and reward the achievement of children.

Working with staff, parents/carers and relevant professionals

- Work effectively and collaboratively with teachers, support staff and external support as required to ensure effective support provision for all our pupils.

- Train and support identified school staff, by modelling approaches, with a view to staff feeling confident and able to use the approaches.
- Liaise with families and develop good relationships with parents/carers, becoming a recognisable and approachable contact within the school.
- Communicate effectively with other staff members and pupils, and with parents and carers.
- Communicate the knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with.
- Attend and participate in multi-disciplinary meetings contributing to the sharing of information and/or planning in relation to specific pupils.
- 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.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- Develop effective professional relationships with colleagues.

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
- Promote the safeguarding of all pupils in the school.
- Ensure confidentiality is maintained at all times.

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy.

Professional development

- Networking with other Learning Mentors to share good practice.
- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take part in the school's appraisal procedures.

PERSON SPECIFICATION

Selection Criteria	Essential (E) or Desirable (D)	Assessed By
Qualifications, Training and CPD		
GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Maths.	E	Application
First-aid training, or willingness to complete it.	E	Application
Childcare/child development/behaviour course.	D	Application
Experience		
A working knowledge and demonstrable understanding of child protection and safeguarding.	D	Application & Interview
Direct experience of working with children and their families.	D	Application & Interview
Working with children of the relevant age and managing situations relating to challenging behaviour.	E	Application & Interview
Assessing pupils' needs and barriers to learning.	D	Application & Interview
Sound knowledge and understanding of child development and the needs of children.	E	Application & Interview
Understanding of professional boundaries and appropriate relationships with children, young people, their parents and carers.	E	Application & Interview
Proven interpersonal, verbal and written communication skills with the ability to effectively communicate with a wide range of people, particularly with parents/carers and external agencies.	E	Application & Interview
Knowledge, Skills and Attributes		
Strong listening skills and proven ability to deal with sensitive situations with integrity.	E	Application & Interview
Ability to build effective working relationships with pupils and adults.	E	Application & Interview
Knowledge of how to help adapt and deliver support to meet individual needs.	E	Application & Interview

A well-developed understanding of strategies to manage and support young people with challenging behaviour in a school environment.	E	Application & Interview
Excellent verbal communication skills and active listening skills.	E	Application & Interview
Understanding of guidance and requirements around safeguarding children.	E	Application & Interview
Good ICT skills, particularly using ICT to support learning.	E	Application & Interview
Good literacy, numeracy and organisational skills.	E	Application & Interview
Personal Qualities		
Enjoyment of working with children.	E	Application & Interview
Sensitivity and understanding, to help build good relationships with pupils.	E	Application & Interview
A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school.	E	Application & Interview
Commitment to maintaining confidentiality at all times.	E	Application & Interview
Commitment to safeguarding pupil's wellbeing and equality.	E	Application & Interview
Resilient, positive, forward looking and enthusiastic about making a difference.	E	Application & Interview
Capacity to inspire, motivate and challenge children and young people.	E	Application & Interview

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Behaviour Support Learning Mentor will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or Senior Leadership Team. This job description may be amended at any time in consultation with the postholder.