**Learning Mentor**

**£24,387 FTE + SEN Allowance £2,679 – 41 weeks out of 52**

The Sallygate School is an Independent Special School catering to the unique needs of pupils with SEMH. Located in the heart of the Alkham Valley, near Dover, the Sallygate School is part of Channels & Choices Therapeutic Community which comprises of several therapeutic residential children’s homes, an independent therapeutic fostering agency and a multi-disciplinary therapy service, including SaLT & OT service.

**Job Summary**

As a Learning Mentor at Sallygate School, you will play a vital role in supporting the social, emotional and academic development of children and young people with Social, Emotional and Mental Health (SEMH) needs. Working as part of a dedicated multidisciplinary team, you will build trusting relationships with pupils, helping them to overcome barriers to learning, develop resilience, and thrive within a safe, nurturing, and aspirational school environment.

You will provide structured mentoring support both in and outside the classroom, contribute to behaviour regulation strategies, promote positive engagement in learning, and act as a key adult for pupils requiring individualised interventions. Using trauma-informed, attachment-aware, and therapeutic approaches, you will guide pupils in managing their emotions, building self-esteem, and developing the personal and interpersonal skills needed for success in education and life.

At the heart of this role is a commitment to modelling and promoting our core values of Respect, Kindness, Resilience and Tolerance. These values shape every interaction we have with our pupils and with one another. As a Learning Mentor, you will actively demonstrate these values by showing unconditional positive regard, promoting restorative relationships, encouraging perseverance, and fostering an inclusive environment where difference is celebrated and everyone is treated with dignity.

This role requires compassion, creativity, and the ability to remain calm and consistent in challenging situations. It is ideal for someone who believes in restorative practices, co-regulation, and the power of strong, respectful relationships to transform outcomes for vulnerable learners.

* **Duties and Responsibilities**

The Learning Mentor will support the personal, social and educational development of pupils who may be facing barriers to engagement. Working across the school day, the postholder will act as a consistent, caring adult, contributing to a positive, safe, and inclusive learning environment for all pupils.

**Supporting Pupils:**

* Build strong, trusting relationships with pupils as a key adult, using empathy, consistency, and clear boundaries to foster a sense of safety and belonging.
* Provide individual and small group mentoring sessions that support pupils’ emotional regulation, confidence, and readiness to learn.
* Use restorative approaches and trauma-informed strategies to help pupils reflect on behaviour, rebuild relationships, and develop positive coping mechanisms.
* Support pupils in transitions across the day (arrival, breaktimes, lessons, end of day), maintaining a calm presence and helping them access learning successfully.
* Encourage pupil voice and participation in school life, championing a culture of Respect, Kindness, Resilience and Tolerance in all interactions.

**Supporting Learning and Behaviour:**

* Work collaboratively with teaching staff and Pupil Support Staff to maintain engagement and reduce disruption within the classroom.
* Proactively identify potential flashpoints or barriers to participation and use pre-emptive strategies to maintain a calm and inclusive classroom environment.
* Supervise and engage pupils in structured activities during unstructured times (e.g. break, lunch, transitions), promoting social skills and reducing incidents of dysregulation.

**Pastoral Support and Safeguarding:**

* Monitor and report any safeguarding concerns in line with school policies and statutory guidance, recording accurately and sensitively on school systems.
* Actively contribute to the safeguarding culture of the school, attending relevant training and remaining vigilant to signs of distress or abuse.
* Provide emotional support to pupils in moments of crisis or dysregulation, using co-regulation, therapeutic conversation and reflection.
* Work closely with parents, residential homes, foster carers, social workers and external agencies where appropriate, always upholding confidentiality and professionalism.

**Teamwork and Professional Practice:**

* Participate in daily briefings, debriefings, team meetings and supervision sessions to support joined-up practice and consistent responses.
* Maintain accurate records of interventions, concerns, and pupil progress as directed.
* Engage fully in professional development opportunities, including reflective practice, behaviour management, and trauma-informed approaches.
* Actively promote the ethos and values of Sallygate School, acting as a role model for pupils and colleagues.
* Carry out any other duties commensurate with the post as directed by the senior leadership team, to support the smooth running of the school.

**Skills and Experience**

We are looking for an individual who brings a blend of compassion, resilience, and practical expertise to support our pupils effectively. The ideal candidate will demonstrate the following:

**Essential Skills and Qualities:**

* An understanding of the social, emotional, and behavioural needs of children and young people, particularly those with SEMH, trauma histories, or SEND.
* Ability to build positive, trusting relationships with pupils, often in the face of challenging behaviours and emotional dysregulation.
* Experience in using de-escalation strategies, restorative approaches, and co-regulation techniques to support positive behaviour.
* Excellent communication skills – able to listen empathetically, model respectful language, and communicate clearly with both pupils and professionals.
* Highly organised, proactive and reliable, with the ability to work flexibly in a fast-paced environment.
* Committed to modelling the school’s core values of Respect, Kindness, Resilience, and Tolerance in all relationships and professional conduct.
* Confidence to work independently as well as collaboratively within a multidisciplinary team, including teachers, therapists, care staff and senior leaders.
* Ability to remain calm, emotionally available, and solution-focused in moments of stress, conflict, or crisis.

**Desirable Experience**

* Experience of mentoring or key-working with vulnerable young people, especially those with attachment difficulties, ACEs, or safeguarding concerns.
* Understanding of safeguarding practices and experience in identifying and responding to concerns.
* Experience supporting pupils with additional needs including ASD, ADHD, and communication difficulties.
* Experience facilitating group work, therapeutic activities, or structured play/engagement sessions.

**Person Specification:**

The following outlines the minimum criteria for this post. Applicants who have a disability and who meet the minimum criteria will be shortlisted.

All applicants should describe in their application how they meet these criteria.

**Qualifications**

* GCSE English grade C or above
* Good numeracy skills – at least to Level 2
* HLTA Qualification or equivalent and relevant Level 3 qualification in an education setting
* 3Good ICT skills

**Experience**

* Experience of effective working with young people with complex needs
* Experience of implementing strategies and work to promote equality of opportunity and fair treatment
* Experience of effective working in challenging environments

**Skills and Abilities**

* Ability to be resilient, flexible and adaptable to respond to the varying requirements of the role and change plans at a moment’s notice
* Ability to exercise initiative and work independently and as part of a team
* Have a high level of communication and interpersonal skills and have the ability to communicate with disaffected young people and their families
* Ability to collaborate with others and build effective relationships
* Ability to be self-motivated and motivate others
* Ability to remain enthusiastic, calm and consistent in stressful and difficult situations, to handle difficult situations with sensitivity and confidentiality and to be non-confrontational

**Knowledge**

* Sound knowledge of Special Educational Needs, social, emotional and learning development and associated factors that can impact on a young person’s wellbeing
* Sound knowledge of the different ways in which children and young people can be harmed and knowledge of relevant requirements and legislation concerning Child Protection and safeguarding
* Sound knowledge of how to record and present information in an easily understandable way and understand and be clear of the differences between facts and opinion in observations

**Behaviours**

* Ability to behave and communicate in a professional manner at all times
* Ability to thrive under pressure
* Ability to adapt to and manage change at short notice
* Ability to manage stress in a healthy way
* Ability to model good practice at all times
* Ability to be thorough and reliable
* Ability to work effectively using own initiative
* Ability to work effectively as part of a team
* Ability to meet required deadlines