



# St Francis Catholic Primary School

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Tel: 01622 771540 Headteacher: Mrs V Ebdon

## Job Description: Learning Mentor

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### Section 1: Role Overview & Details

Detail	Description
<b>School</b>	St Francis Catholic Primary School
<b>Post Title</b>	Learning Mentor
<b>Grade</b>	KSD
<b>Hours</b>	31.25 hours per week (08:30–15:15 daily, with a 30-minute unpaid lunch break)
<b>Responsible to</b>	SENCo (Special Educational Needs Coordinator)

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### Section 2: Purpose of the Role

The core purpose is to provide bespoke, responsive mentoring and learning support to pupils with specific and complex needs. The Learning Mentor must work flexibly and adaptively, responding in-the-moment to pupils' emotional regulation and readiness to learn. The role is focused on reducing barriers to learning, promoting emotional safety, and enabling pupils to achieve their full potential through tailored interventions and close collaboration with staff and families.

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### Section 3: Key Duties and Responsibilities

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Duties are grouped for clarity and specificity:

### **A. Individualised Pupil Support & Intervention**

- In-the-Moment Support: Provide in-the-moment learning adaptations based on pupils' emotional regulation and sensory needs.
- Emotional Regulation: Support pupils during dysregulated periods with calm, attuned responses that prioritise emotional safety and re-engagement.
- Relationship Building: Build trusting, consistent relationships with pupils to foster self-esteem, resilience, and motivation.
- Targeted Activities: Plan and deliver targeted activities that align with individualised support plans and EHCP outcomes.
- Progress Monitoring: Monitor and assess progress against bespoke targets, adapting strategies as needed.

### **B. Promoting Positive Behaviour and Emotional Regulation**

- Group Facilitation: Facilitate individual and group sessions focused on emotional understanding, social skills, conflict resolution, and communication.
- Restorative Practice: Support pupils to reflect after incidents, guiding them through restorative conversations and completing relevant documentation.
- Accountability: Promote accountability and celebrate progress through positive reinforcement and relational approaches.
- Organisational Skills: Assist pupils in developing learning habits, organisational skills, and routines that support independence.

### **C. Collaborative Working & Communication**

- Liaison: Liaise regularly with the SENCo, class teachers, and SLT to identify pupils requiring support and co-develop intervention strategies.
- Feedback: Provide timely feedback to staff on pupil progress, emotional presentation, and engagement.
- Provision Development: Contribute to review meetings and the ongoing development of personalised provision.
- Transitions: Support transitions between phases, reintegration following exclusions, and the settling of new pupils with additional needs.

### **D. Parent Engagement & Pastoral Support**

- Handovers: Support handovers to parents and carers at the end of the day, sharing relevant updates with sensitivity and professionalism.
- Home-School Strategy: Contribute to the development of consistent home-school communication strategies that reinforce pupil progress and wellbeing.
- Personal Care: Provide intimate care to any children requiring support following the school's 'Intimate Care Policy' and guidance from the SENCo.
- Wider Care: Contribute to the wider pastoral care of pupils, ensuring their emotional and social needs are met throughout the school day.

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