**Job Description**

You will work with pupils who need the most help, especially those experiencing multiple disadvantages including:

* Children with special or medical needs
* Supporting pupils with low levels of resilience
* 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 and wider services. They will be an advocate of the child ensuring the very best provision is achieved for them in a mainstream setting. This may be will on a one-to-one basis or in small or large groups.

This role has the potential to grow and be shaped by the right individual for a strong vision for pastoral and nurturing work in a mainstream primary.

**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.
5. 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.
6. To work with individuals and 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. 11. To observe and monitor pupil progress, adapting an agreed approach to meet particular needs, recording and maintaining records of pupils’ development and progress.
12. To contribute to the assessment of pupil progress and to produce detailed written reports outlining pupil progress.
13. Work effectively and collaboratively with teachers, support staff and external support as required to ensure effective support provision for all our pupils.
14. Under the direction of the DHT Inclusion, help to create criteria for identifying those students who need Learning Mentor support.
15. Help plan the reintegration of students after extended absence or exclusion.
16. 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.
17. Contribute to the writing of the School Self Evaluation form (SEF) in relation to the work of the Learning Mentors.
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 circle time sessions and anger management groups where 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.
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 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 post holder as requested by the Senior Leadership Team.
32. Teaching groups of children circle activities/PHSE games during PPA time.
33. Any other duties as directed by the Head Teacher/Senior Team.