

Role title: Learning and Behaviour Mentor

Reporting to: Pastoral and Welfare Lead

Role outline and accountabilities

To work under the instruction/guidance of teaching/senior staff to undertake pastoral intervention programmes, to enable access to learning for learners and to assist the teacher in the management of supporting learning and behaviour.

To address the barriers to learning for either an individual learner or a targeted group of learners who have social, emotional and mental health needs in order to enable them to make progress.

To plan and implement social and emotional support within the classroom, on a one to one basis/small group basis and as part of targeted group work.

To liaise with other support and teaching staff and offer personalised individual strategies to help with these social, emotional and mental health needs in order to engage with the learning offer.

To act as a Key Worker for learners with social, emotional and mental health needs offering coaching, reviewing and planning personalised targets, and liaising with parents, staff, professionals and outside agencies as required.

Responsibilities

- To contribute to the overall ethos, vision and aims of the academy
- To promote and safeguard the welfare of all learners during the school day and maintain a good order of the environment
- To work with small groups of learners or one to one
- To promote and actively support Pivot's responsibilities towards mental health and wellbeing of our learners, your colleagues and your own mental health
- To establish, develop and sustain productive working relationships with students, parents and staff of other schools/agencies acting as a positive role model
- To undertake general administrative duties required to maintain accurate records
- To carry out any other duties as requested by your line manager or Headteacher

Support the teacher/instructor by:

- Preparing the classroom as directed for lessons and ensuring the learning space remains tidy and organised between lessons and at the end of the day
- Supporting with the learning environment; work with the teacher/instructor to keep displays updated and relevant to current learning.
- Being aware of learner progress, achievements and challenges, reporting these to the teacher/instructor as agreed
- Undertaking learner record keeping as requested. This may include but is not limited to; assessment records, behaviour logs, risk assessments, one page profiles, termly targets, learning journeys /portfolios.
- Being aware of/working within planned learning activities
- Regular and ongoing feedback to your colleagues, contributing to planning for the whole class and individuals, as requested
- Working with the teacher in managing learner behaviour and reporting difficulties as appropriate
- Gathering and reporting information from and to parents/carers
- Providing administrative support e.g. photocopying, typing, filing, etc.
- Maintaining individual learner records as necessary and ensure that they are kept up to date.
- Providing feedback on how the learners have made progress against the success criteria of the lesson.

Supporting learners by:

- Supervising and providing support for learners, ensuring their safety and access to learning
- Attending to the learners' personal needs, and implementing related personal programmes, including social, health, physical, hygiene, first aid and welfare matters
- Establishing good relationships with learners, acting as a role model and being aware of and responding appropriately to individual needs
- Treating all learners with dignity, observing proper boundaries and understanding that every adult in the academy has a responsibility to safeguard children and young people
- Promoting the inclusion and acceptance of all learners
- Encouraging learners to interact with others and to engage in activities led by the teacher/instructor, which may include leading activities at break times
- Encouraging learners to act independently as appropriate
- Monitor learner behaviour, attendance and achievement and in consultation with key staff, decide on appropriate interventions and rewards
- Emotionally, and at times physically, support learners who are dysregulated and in distress, which could at times involve the use of Team Teach techniques adhering to Pivot's policies and procedures
- Support students with revision and preparation for any end of year assessments at the direction of the teacher/instructor.
- Collaboratively with the staff team, take responsibility for providing evidence required for young people's case files and progress whilst being involved in planning for next steps of the learner's provision

Support the curriculum by:

- Supporting learners to understand instructions
- Supporting learners using ICT as directed
- Preparing and maintaining equipment/resources as directed by the teacher/instructor and assisting learners in their use

Support the school by:

- Being aware of and complying with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all learners have equal access to opportunities to learn and develop
- Appreciating and supporting the role of other professionals
- Attending relevant meetings as required
- Providing feedback to learners, schools, parents/carers and other relevant agencies in relation to progress and developments through contribution to regular reviews and meetings
- Participating in training and other learning activities and performance development as required
- Assisting with the supervision of learners out of lesson times, including break and lunchtimes
- Accompanying teaching staff and learners on visits, trips and out of school activities as required

Person specification

The person specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understanding of the post's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

Attributes	Essential	Desirable
Qualifications and experience	<ul style="list-style-type: none"> • Experience working with children and young people (paid or voluntary) • Experience of working with learners with SEMH needs • GCSE level of education or above 	<ul style="list-style-type: none"> • Evidence of being able to build and sustain effective working relationships with young people, staff, parents/carers and the community
Knowledge and understanding	<ul style="list-style-type: none"> • Knowledge of positive relationship building • To have a basic understanding of safeguarding procedures • Interest in further training in order to meet learners needs 	
Skills and abilities	<ul style="list-style-type: none"> • Excellent administration skills • Good IT skills • High level of resilience • An ability to keep accurate and up to date records • Ability to deal with challenging behaviour • Superb organisation skills and the ability to prioritise independently • Good communicator both verbally and in writing to a variety of audiences • Able to handle confidential and highly sensitive information 	
Personal qualities	<ul style="list-style-type: none"> • Reliability and integrity • Adaptability to changing circumstances / new ideas • Commitment to the safeguarding of our students • A commitment to inclusive education • Resilience and perspective • Empathy and respect towards others • Willing to work flexibly to support students 	<ul style="list-style-type: none"> • Determination to succeed and the highest possible expectations of self and others