**Job Description**

**Behaviour Support Learning Mentor**

**Main purpose of the role**

To work directly with identified individual or groups of pupils to help overcome barriers to learning or accessing the curriculum, improve behaviour and raise achievement. To liaise with parents, appropriate agencies and the wider school community to support all concerned. To lead behaviour as part of the school’s Pastoral Team and SEND Team.

**Context of the role**

A Behaviour Support Learning Mentor plays a key role in providing a supportive service to all pupils and their families in school whose difficulties are providing significant barriers to learning. The Behaviour Support Learning Mentor will work with children on a one-to-one basis or in small or large groups. They will work with children whose behaviour and disaffection has significant impact upon their attainment. This will result in improving pupil progress and achievement by helping to minimise barriers to learning and maximise pupil participation.

**General Responsibilities**

* To devise, implement and evaluate specialised programmes of work to encourage and promote a pupil’s social emotional and behavioural development
* 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
* To plan and facilitate structured games and activities, to support pupils to make appropriate use of unstructured times, for example, organise lunchtime activities to support pupils who have difficulties at break time
* To plan and draw up approaches that could be used to support pupils both individually and within a group. 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
* To work with individuals & groups both within and outside the class room setting to improve pupil progress and engagement
* To organise and run extracurricular activities during lunch and out of school activities
* Help students to manage and resolve conflict by using and teaching them a variety of strategies
* To observe and monitor pupil progress, adapting an agreed approach to meet particular needs, recording and maintaining records of pupils’ development and progress
* To contribute to the assessment of pupil progress and to produce detailed written reports outlining pupil progress.
* Work effectively and collaboratively with teachers, support staff and external support as required to ensure effective support provision for all our pupils.
* Under the direction of the Pastoral and SEND Team, help to create criteria for identifying those students who need support
* Help plan the reintegration of students after extended absence or exclusion
* 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
* Monitor pupil progress before, during and after intervention to measure the impact of the intervention strategy on progress
* Organise relevant training for other staff
* Attend and participate in multi-disciplinary meetings contributing to the sharing of information and/or planning in relation to specific pupils
* To identify children at risk and refer to multi agency team in liaison with the Pastoral Team.
* To work with staff to develop and implement strategies to improve, monitor and evaluate attendance
* Any other duties as directed by the Head Teacher/ Senior Leadership Team

**School Specific**

The Behaviour and Learning Mentor role may include using strategies to:

* Improve learning and raise attainment
* Improve attendance
* Support pupils at risk of exclusion
* Support pupils on internal exclusion at the school
* Raise standards of behaviour
* Work independently and to organise / lead behaviour support work throughout the school, supported by the Inclusion Manager
* Provide support and training for staff across the school

**Essential**

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| 1 | A recognised and relevant qualification. |
| 2 | Evidence of relevant training or professional development. |
| 3 | Experience of having been involved in multi-agency work. |
| 4 | Able to demonstrate excellent standards of classroom practice and behaviour management. |
| 5 | Thorough knowledge of strategies and evidence-based practice to overcome barriers to learning and engagement for children, particularly in relation to improving behaviour and attendance. |
| 6 | A detailed, up to date working knowledge and understanding of teaching, learning and behaviour management strategies. |
| 7 | Experience of analysing and using data about learner outcomes for attendance and behaviour to identify, implement and monitor the impact of appropriate actions and interventions. |
| 8 | Ability to be proactive, to plan/organise and prioritise own workload. |
| 9 | Ability to work sensitively and maintain confidentiality when working with pupils and families. |
| 10 | Excellent written communication skills, negotiation skills and tact. |
| 11 | Ability to work effectively in a team and with individuals, multi-agencies and organisations. |
| 12 | Must be able to relate well to a wide range of young people from different ability, ethnic and social backgrounds as well as with teachers and other professionals. |
| 13 | Knowledge and understanding of safeguarding and welfare of pupils |

**Desirable**

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| 14 | Other interests / expertise that would benefit learners and the school. |
| 15 | Current First Aid certificate |
| 16 | Experience of working as a learning / behaviour mentor, supporting pupils with challenging behaviour |
| 17 | A detailed knowledge and understanding of all curricular areas and the relevant statutory and non-statutory curricular frameworks. |