|  |  |
| --- | --- |
| **Post Title:** | **LEARNING & BEHAVIOUR MENTOR**  |
| **Salary / Grade:** | **SCALE 5 - Pts 12-15** |
| **Responsible to:** | **ASSISTANT PRINCIPAL** |
| **Hours:** | **34 Hours 35 Minutes Per Week**  |
| **Weeks:** | **39 Weeks Per Year** |
|  **General Overview**The Learning mentor role offers confidential and essential support to students in the school. The main responsibilities of the role are to support vulnerable and challenging students and assist in the promotion of high standards of behaviour and student achievement. The learning mentor will ensure the flow of information in relation to student’s behaviour, academic needs and achievements are being accurately recorded, reflected and where appropriate passed to various agencies, including communication with parents.The Learning mentor will be located in the Student Services Area of the school and we are proud that all members of support staff work closely together to ensure that the appropriate and necessary flow of information continues to contribute the health and wellbeing of the students in the school. In view of the varied and confidential nature of some of the requirements of this role, the applicant will need to be flexible and be able to adapt quickly to requests of the Pastoral Team. |
|  **Job Description** General* To take responsibility for agreed learning activities, this includes working with students on a 1:1 and group basis to complete tasks
* To establish productive working relationships with students, acting as a role model and setting high expectations.
* To develop de-escalation plans for staff
* To support staff and students with a range of strategies to improve behaviour and attainment
* To support identified students and respond to their individual needs
* To support identified students with behavioural, emotional and social development needs.
* To support identified students with communication and interaction difficulties.
* To maintain student’s interests and motivation in relation to attaining their target grades in all subjects.
* To mentor students who are underachieving and provide support
* To be aware of identified student’s issues and difficulties, their strengths, achievements, progress and report to the Head of Year/Deputy Head of Year and where relevant Assistant Principal.
* Establish a constructive relationship with students and their families and interact with them according to individual needs.
* To record contacts with parents and carers and keep them informed about student progress and behaviour
* To be responsible for overseeing the inclusion room and how it functions on a daily basis
* To undertake and professional duties which may be delegated from time to time by the Principal/Assistant Principal

 **Person Specification** **E = Essential** **D = Desirable**

|  |
| --- |
| **Qualifications and Experience**  |
| 1. Right to work in the UK | E |
| 2. Experience of working in a secondary school or with secondary age students | D |
| 3. Experience and knowledge of safeguarding young people | D |
| **Professional Skills and Attributes**  |
| 4. Ability to organise and prioritise workload and work on own initiative | E |
| 5. Ability to work constructively as part of a team, understanding School roles and responsibilities and the post holder’s position within these | E |
| 6. Ability to communicate well in writing and face-to-face to all stakeholders | E |
| 7. Administrative and organisational skills | E |
| 8. Ability to identify own training and development needs and to take responsibility for addressing these | E |
| **Personal Qualities**  |
| 9. Respect for all members of the school community | E |
| 10. Responsibility and attention to detail | E |
| 11. Resilience in the face of challenge | E |
| 12. A strong, flexible and proactive work ethic | E |
| 13. Honesty and trustworthiness | E |
| 14. A sense of humour and a sense of fun | E |
| **Commitment to** |
| 15. Safeguarding and promoting the welfare of young people | E |
| 16. Equal opportunities for all in a comprehensive environment | E |

 |