

Position: - Behaviour Support Learning Mentor

Job Title:	Behaviour Support Learning Mentor
Hours:	Full and part time positions, term time and non- term time may be a shift pattern. You will also be required to attend staff meetings in the academic/business year.
Contract Type:	Permanent
Salary:	Up to £18,000 - depending on experience and qualifications.
Responsible to:	Manager/Deputy Headteacher/ Headteacher/Director

Job Description:

We are looking to appoint permanent full and part time Behaviour Support Learning Mentors, who are passionate, hard working, and versatile to join our busy team. You must hold a full and relevant childcare/education level 3 or above qualification; NNEB, CACHE, BTEC or NVQ.

The Behaviour Support Learning Mentor will provide a complementary service to teachers and other staff, addressing the needs of children who require assistance in overcoming barriers to learning in order to achieve their full potential, or accessing the curriculum. You will work with a range of pupils, but give priority to those who need the most help, especially those experiencing multiple disadvantages including:

- Children with special or medical needs
- Challenging behaviour
- Children with a statement of special educational needs

You will also be predominantly education based but will have a wider remit including working with families and the wider community.

Good knowledge of the effective teaching and learning across Early Years Foundation Stage (EYFS) and the primary and secondary curriculum. You are required to be committed supporting the children to reach their full potential. To work as part of a team in order to provide an enabling environment in which all individual children can play, develop and learn. To build and maintain strong partnership working with parents to enable children's needs to be met. Safeguarding knowledge and training.

General Main Duties and Responsibilities:

- To work with children on a one-to-one basis or in small or large groups, acting as a: listener, facilitator for learning, encourager, motivator and an excellent role model.
- To devise, implement and evaluate specialised programmes of work to encourage and promote a pupil's social emotional and behavioural development.
- Work with children whose behaviour and disaffection has significant impact upon their attainment
- Support the ethos of the school
- Improve pupil progress and achievement by helping to minimise barriers to learning and maximise pupil participation
- 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.
- 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 modeling 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

- Undergo training for the creation of nurture groups.
- To be responsible for a nurture room.
- To organise and run extracurricular activities during lunch and out of school activities.
- Organise lunchtime activities to support pupils who have difficulties at break time.
- 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.
- 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 students progress before, during and after intervention to measure the impact of the intervention strategy on progress; include student evaluations
- Maintain a record of evaluations as evidence of effective practice, support and guidance
- Identifying, in association with school staff, pupils who would benefit from mentoring.
- Setting up and running circle time sessions and anger management groups where necessary.
- Networking with other Learning Mentors to share good practice.
- Create a directory of resources, activities, organisations and support services which can be drawn upon by staff/parents to support children identified.
- Regularly monitor and reward the achievement of children working with you with whom we are working
- Attend and participate in multi-disciplinary meetings contributing to the sharing of information and/or planning in relation to specific pupils
- Undertake a range of administrative duties relevant to the post.
- Participate as required in relevant training which has been identified by the members of the Senior Leadership Team. This will include a planned induction period.
- Ensure confidentiality is maintained at all times.
- Teaching groups of children circle activities/PHSE games during PPA time.
- Any other duties as directed by the Headteacher/ Senior Team.

Behaviour Support Learning Mentor – Personal Specification

	Essential:	Desirable:
Qualification:	<ul style="list-style-type: none"> • Childcare or Education – • Level 3, NNEB, CACHE, BTEC or NVQ • GCSEs in English and Math grades A*/9 – C/4 or equivalent • First Aid trained • Safeguarding knowledge and training • 1 year minimum of working in an education environment 	
Skills, Knowledge, Aptitude & Experience:	<ul style="list-style-type: none"> • To provide a high standard of physical, emotional, social and intellectual care for children placed in the setting • Knowledge and understanding of the implications of equal opportunities, multicultural education and inclusion. • Know the legal requirements, national policy and guidance on the safeguarding of children 	<ul style="list-style-type: none"> • Basic practical skills e.g. art and craft, needlework. • Willingness to contribute to whole school development • Willingness and ability to contribute to extra-curricular activities

	<ul style="list-style-type: none"> • Ability to prepare and plan effectively • Good organisational skills • Ability to prioritise and management time effectively • Ability to work part of a team. • The ability to use ICT effectively to engage with the children • Evidence of good management skills • Create a happy, stimulating, challenging and effective learning environment • Involvement and commitment to all aspects of settings life • Commitment to personal welfare and safeguarding of children 	
Physical:	<ul style="list-style-type: none"> • Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995 	
Personal Qualities:	<ul style="list-style-type: none"> • Approachable • Committed • Able to motivate self and others • Calm under pressure • Well-organised • A desire to make a difference to the lives of the children you teach • A willingness to learn and develop new skills • Reflective practitioner • Professional at all times • Good written and oral communication skills • Enthusiastic and positive, approachable, accessible and flexible • Ability to plan time and organise work effectively • Ability to work with as part of a team towards a common purpose • An excellent attendance and punctuality record 	<ul style="list-style-type: none"> • Knowledge and commitment to equal opportunities issues • Commitment to inclusion • Brings personal interests and enthusiasm to the setting community

The setting is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. A full-enhanced Disclosure & Barring Service (DBS) and a pre employment health check will be obtained prior employment including satisfactory references checks.

You may contact us at:

Placing People Direct

T: 0333 335 5021 M: 07743 249 982 E: sunita@placingpeopledirect.co.uk

W: www.placingpeopledirect.co.uk