

JOB DESCRIPTION

Job Title	Behaviour for Learning Mentor
Reports to	SENCO / Associate Assistant Head
Job Purpose	To work in partnership with the SENCO, PLP Manager as well as Heads of Year and other members of the Pastoral team and teaching staff, using specialist knowledge and expertise to provide appropriate support to students, in relation to their individual behaviour, emotional and well-being needs.
Duties	<p>Support to Students</p> <ul style="list-style-type: none"> • Provide behaviour, emotional and well-being support to identified students who display challenging behaviour, promoting inclusion with teaching staff and students. • Provide and maintain a structured purposeful, orderly and supportive environment, including possible tutorial support, in accordance with specific work programmes, in liaison with the, Tutor, Head of Year, Inclusion Manager and Pastoral Support Assistant. • Develop and use specialist knowledge / experience to provide appropriate support to students in relation to their individual needs, adjusting activities to ensure accessibility e.g. plan and facilitate various support groups including, but not limited to: social skills groups and support groups. • To contribute to raising standards by ensuring expectations are set consistently for students with a specific emphasis on behaviour, emotional well-being support, as well as learning and progress. • Support the development of learning plans, focusing on curriculum targets and how this may impact on their behaviour, emotional and well-being support needs. • To establish rapport and respectful, trusting relationships with students, promoting positive values and attitudes, setting high expectations and acting as a role model to both students and staff. • Anticipate and manage behaviour constructively, promoting self-confidence and independence whilst encouraging students to take responsibility for their own behaviour. • Respond swiftly to all issues relating to student behaviour both inside and outside of the classroom using de-escalation techniques. • Support students in being able to resolve their issues both with other students and staff through restorative justice practice. • Promote self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance. • Provide specific feedback in discussion with students on their progress and achievement.

	<p>Support to the Teacher</p> <ul style="list-style-type: none"> • Contribute to the development of appropriate behaviour, emotional and well-being plans to raise achievement. • Obtain and monitor feedback on progress of identified students from the Class Teacher and provide further assistance to raise achievement. • Provide support in the management of student behaviour, emotional and well-being and act as an intermediary between staff and students, ensuring issues are resolved in a fair and professional manner using restorative justice practice. • Ensure staff are aware of how student incidents have been managed and followed up on a daily basis through electronic and face to face communication. <p>Support to the Curriculum</p> <ul style="list-style-type: none"> • Support Class Teachers in developing differentiated work, as needed to meet the behaviour, emotional and well-being needs of students. • Highlight student needs to staff and offer strategies, based on personal knowledge. • Accurately record any instances of both positive and negative student behaviour with a focus on SIMS in accordance with the school's Behaviour Policy. <p>Support to the Learning Support Faculty</p> <ul style="list-style-type: none"> • Monitor and keep accurate and detailed records of support provided to facilitate feedback. • Assist with the development, implementation and evaluation of student targets. • Assist with the planning of students on educational visits who may need emotional and well-being support in order to participate in the visit. • Manage and monitor a specific emotional and well-being intervention and update records including Student Passports.
	<p>Support to the Personalised Learning Pathway</p> <ul style="list-style-type: none"> • To provide cover in the absence of the Personalised Learning Pathway (PLP) Manager (e.g. when attending internal / external meetings, sickness or other related absences) • To respond to the immediate emotional and well-being needs of students within the PLP which requires specialist intervention to support the student, relevant teaching staff and other affected learners. • Assist where applicable and required, the re-integration of students back into full main stream learning, providing support with any emotional and well-being needs that may arise as a result of this transition.

	<p>Support to the School (This list is not exhaustive and should reflect the ethos of the school)</p> <ul style="list-style-type: none"> • Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person, as per the Governing Body's safeguarding policy. • Ensure all students have equal access to opportunities to learn and develop • Liaise effectively with teachers and outside agencies as part of the routine consultative process • Contribute to the overall ethos/work/aims of the school • Attend relevant meetings as required • Participate in training and other learning activities and performance development as required • Supervision of pupils out of lesson times at break times • Recognise own strengths and areas of expertise and use these to advise and support others
General	<ul style="list-style-type: none"> • To demonstrate The King Edmund School values and promises 'In Pursuit of Excellence'. • To be committed to safeguarding and promoting the welfare of young children and young people in line with the Governing Body's expectations of all staff and volunteers. • To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace. • To ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy. • To respect confidentiality at all times. • To be familiar with the school's policies, procedures and working practices and adhere to them as appropriate. • To undertake any training and development commensurate with the post. • To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager. <p>The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.</p>

The duties attached for this post may be varied from time to time at the discretion of the Headteacher in accordance with the needs of the school, and after consultation with the post holder. The content of this job description will be reviewed on an annual basis in line with the School's performance review policy.

Post Holder signature Date

Post Holder name (in capitals)..... Date.....

Headteacher signature Date

Please return a signed copy of your job description to the Headteacher for retaining in your personal file.