

## **JOB DESCRIPTION**

### **Learning and Behaviour Mentor**

#### ***Band 5 SCP 18 (Pro Rata)***

Reporting to the Inclusion Manager

#### **Main Purpose of the Role**

This post will be primarily assisting pupils on the school Alternative Provision & Interventions programme. This is an innovative programme that provides restorative assistance to pupils who, for a range of personal reasons, need help to attend school and engage in learning.

The focus of this post is the supervision, support and tutoring of targeted pupils that are following an alternative curriculum due to additional support needs this may be SEND/ vulnerable/ EBSA/ behaviour. The successful candidate will be responsible for supporting pupils on a 1:1 basis, as well as small group support to pupils showcasing challenging emotional and behavioural needs and supporting pupils to access mainstream curriculum.

The successful candidate will work within a small team to help drive innovation across the school, working cohesively with other internal alternative provisions by providing tailored study programmes to help pupils overcome learning barriers and achieve their potential. Ensuring we have the right interventions, with the right pupils at the right time.

#### **Principal Accountabilities**

- Plan, prepare and adapt learning activities and resources for 1:1 and small-group interventions. Use assessment information to tailor bespoke work that supports engagement, progress and reintegration into mainstream learning where appropriate.
- Organise and manage an appropriate learning environment, to support teaching and learning objectives to ensure pupil progress and development.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives, providing feedback and reports to subject teachers where applicable.
- Support the role of parents in pupils' learning and lead meetings with parents to provide constructive feedback on pupils' progress to ensure pupils achieve their best results.
- Use detailed knowledge and specialist skills to support pupils' learning, establishing productive, positive working relationships, promoting inclusion and working to support pupils consistently whilst recognising and responding to individual needs. This will ensure equality of opportunity and ensure learning outcomes are achieved for all pupils.
- Understand and comply with policies and procedures relating to child protection, equal opportunities, health, safety, security, confidentiality and data protection, reporting concerns to an appropriate person in order to maintain a safe and secure learning environment.
- Contribute to the overall work/aims of the school and, in liaison with the Inclusion Manager, establish constructive relationships and communicate with other agencies/professionals, in order to support the achievement and progress of pupils.
- Participate in training and other learning activities as required and attend relevant meetings to ensure your own continuing professional development.

- Where applicable, Learning Behaviour Mentors should manage and maintain positive relationships with identified mentees and their parents or carers.
- Provide weekly feedback through reports to Inclusion Manager, to include attendance, attitude, achievement and any issues that have arisen.
- Participate in training and other learning activities as required and attend relevant meetings to ensure own continuing professional development.
- Provide weekly feedback through reports to AP Leader, to include attendance, attitude, achievement and any issues that have arisen.

## **Scope for Impact**

Learning Mentors in school make a strong contribution to pupils' learning and achievement. Their knowledge and experience enable them to take overall responsibility for supporting pupils' learning. Learning Mentors contribute to pupils' learning and will have a significant impact on pupils' achievement. Learning mentors will also be required to have a direct impact on pupils' attendance.

## **Job Context:**

Mentors will be expected to work effectively with individual pupils and small groups and they will contribute to, and need to demonstrate skills in, monitoring, assessment and pupil management. Mentors would also be expected to work as part of the school team and contribute to plans to ensure the school meets its aims. The post holder must work within the relevant policies, codes of practice and legislation reporting any concerns to the relevant person. The post holder must have excellent communications skills to be able to inform, persuade, inspire and motivate pupils and provide feedback to other professionals and parents as required. Mentors will be expected to carry out any other duties required which is within the scope of this post.

South Tyneside Council is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Successful applicants will be required to produce an Enhanced Certificate of Disclosure from the Disclosure and Barring Service.

## **Safeguarding**

- Uphold and model the highest standards of safeguarding and child protection in line with statutory guidance (e.g., *Keeping Children Safe in Education 2026*)
- Act promptly and appropriately on any concerns regarding pupil welfare, working collaboratively with the DSL and external agencies.
- Foster a culture where pupils feel safe, respected, and supported, reflecting Boldon School's commitment to their well-being and protection.

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*This job description reflects the essential duties and responsibilities of the Learning and Behaviour Mentor role at Boldon School, tailored to the school's secondary education context and the commitment to providing an inclusive, safe, and high-achieving educational environment.*

*All employees have a responsibility to undertake training and development as required. They also have a responsibility to assist, where appropriate and necessary, with the training and development of fellow employees.*

*All employees have a responsibility of care for their own and others' health and safety.*

*The above list is not exhaustive and other duties may be attached to the post from time to time. Variation may also occur to the duties and responsibilities without changing the general character of the post.*

## PERSON SPECIFICATION

### Learning and Behaviour Mentor

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between acceptable candidates.

### QUALIFICATIONS

|                                                                        | Essential | Desirable | Source<br>A- application<br>I - interview<br>R - references<br>C - Certificates |
|------------------------------------------------------------------------|-----------|-----------|---------------------------------------------------------------------------------|
| NVQ 3 or equivalent qualification or experience in relevant discipline | Y         |           | A, C                                                                            |
| Evidence of further training/development                               |           | Y         | A, C                                                                            |
| First Aid qualification                                                |           | Y         |                                                                                 |

### Experience

|                                                                                  | Essential | Desirable | Source  |
|----------------------------------------------------------------------------------|-----------|-----------|---------|
| Experience of working in and educational support role to pupils                  | Y         |           | A, I, R |
| Experience of working with or caring for children of a relevant age              | Y         |           | A, I, R |
| Is confident working 1 to 1 with pupils in difference environments               | Y         |           | A, I, R |
| Experience of working with children with Special Needs                           | Y         |           | A, I, R |
| Experience of assessing pupil work                                               |           | Y         | A, I, R |
| Experience of delivering GCSE subjects to small cohorts of pupils                |           | Y         | A, I, R |
| Experience of implementing interventions for improvement-behaviour and attitudes |           | Y         | A, I, R |
| Experience in improving attendance                                               |           | Y         | A, I, R |

### KNOWLEDGE / SKILLS / APTITUDES

|                                                                                                       | Essential | Desirable | Source |
|-------------------------------------------------------------------------------------------------------|-----------|-----------|--------|
| Effective use of ICT to support learning                                                              | Y         |           | I, R   |
| Use of other technology equipment – PC, video, photocopier etc.                                       | Y         |           | I, R   |
| Understanding of relevant policies/codes of practice and awareness of relevant legislation            | Y         |           | I, R   |
| Able to self-evaluate learning needs and actively seek learning opportunities                         | Y         |           | I, R   |
| Excellent numeracy/literacy skills                                                                    | Y         |           | I, R   |
| Training in the relevant learning strategies e.g. literacy                                            | Y         |           | I, R   |
| Understanding of national/foundation stage curriculum and other basic learning programmes/ strategies |           | Y         | I, R   |
| Understanding of child development and learning                                                       |           | Y         | I, R   |
| Ability to administer and review Individual Support Plans                                             | Y         |           | I, R   |
| Current Driving licence                                                                               |           | Y         | I, R   |

### PERSONAL ATTRIBUTES

|                                                                                       | Essential | Desirable | Source |
|---------------------------------------------------------------------------------------|-----------|-----------|--------|
| An effective communicator with strong interpersonal skills.                           | Y         |           | I, R   |
| An ability to prioritise workload and work to specific deadlines with good attendance | Y         |           | I, R   |
| Ability to inspire, challenge, motivate and empower others.                           | Y         |           | I, R   |
| An understanding of fostering a fair, open, and supportive environment.               | Y         |           | I, R   |
| Able to work constructively as a team                                                 | Y         |           | I, R   |
| Able to relate well to children and adults                                            | Y         |           | I, R   |
| Committed to the principals of equality and diversity                                 | Y         |           | I, R   |
| Flexible approach to work                                                             | Y         |           | I, R   |
| Able to drive/support (part of school transport service)                              | Y         |           | I, R   |
| Have an ability to effectively collaborate with parents and the community.            | Y         |           | I, R   |
| A positive and aspiring role model to staff and pupils.                               | Y         |           | I, R   |

### Extra Information

|                                                                                     |           |
|-------------------------------------------------------------------------------------|-----------|
|                                                                                     | Essential |
| Written references only.                                                            | Y         |
| Confirming professional & personal knowledge, skills & abilities referred to above. | Y         |
| Positive recommendation from current employer.                                      | Y         |

### Safeguarding

|                                              |           |
|----------------------------------------------|-----------|
|                                              | Essential |
| The post holder will require an enhanced DBS | Y         |