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| **POST TITLE**: Learning Mentor (Mental Health) | **GRADE: 6 (19-22)** |
| **RESPONSIBLE TO**: SENCo |
| **DATE:** March 2023 |

**Responsible for** No direct reports

**Key liaisons SENCo**

**Parents and students**

**External Agencies**

**Volunteers**

**Visitors**

**Hours of Work** Full Time (37 hours) Term Time only plus 2 additional INSET days.

**Purpose of role**

1. Take the Lead Professional role for Mental Health across the school, as defined by the DfE
2. Foster excellent behaviour across the school site by consistently holding students to the high standards expected through the school’s behaviour policy and commitment to building relationships
3. Ensure the school’s sanctions map is applied swifty, objectively and effectively.
4. Work as a mentor for specific identified individuals and groups of students and deliver behaviour support interventions.
5. Cover classes occasionally on an ad-hoc or planned basis

**Main duties and responsibilities**

**Behaviour Management around the site**

1. Be on duty during unstructured school times (at the start and end of the school day, between lessons and at whole school break and lunch).
2. Act as an ‘on call’ duty member, in order to respond effectively to behaviour incidents as they arise.
3. Be a consistent and effective behavioural management presence, able to quickly diffuse challenging behavioural situations as they arise.
4. Work proactively to reduce incidents of poor behaviour across the school including in unstructured time.

**Supporting in the Referral Room**

1. Ensure the smooth running of the school’s Referral Room.
2. Distribute work to students and support them to understand and complete the work set.
3. Ensure exemplary standards of behaviour are maintained in the Referral Room, through the consistent, objective and effective implementation of the rules for the room.
4. Supervise students who have been sent to the Referral Room when they are on their break and lunch.

**Behaviour Intervention and Support**

1. Provide one-to-one and group support sessions for students who are struggling to regulate their behaviour
2. Conduct baseline and end-point assessments at the start and end of a block of intervention sessions to identify the specific needs of individual students and to assess the impact of those sessions.
3. Provide feedback to the Behaviour Learning Mentor on the impact of the behaviour interventions so that the school’s interventions programme can be developed over time.
4. Liaise and work with the Home-School worker and Keystage Leads to support improvements in individual student behaviours.
5. Provide in-class support for identified students with behavioural difficulties, if required.
6. Encourage and support vulnerable students by raising their self-esteem, aspirations and outcomes.
7. Foster and promote high standards of behaviour, responsibility and mutual respect among students.

**Liaison with Parents, Carers, Students and other School Teams**

1. Contact parents/carers to work collaboratively to improve well-being, behaviour and attendance
2. Carry out engagement work in the community and work with relevant external agencies to support students.
3. Support the wider pastoral teams in investigating incidents and keeping records of statements and interviews where required.
4. Promote awareness of, and encourage, student involvement in enrichment activities such as clubs, teams, competitions and study sessions which aim to improve a young person’s skills and readiness for life.
5. Assist in the organisation and delivery of enrichment activities.
6. Cover across the behaviour and pastoral team where required
7. Cover classes on an ad-hoc basis or in a planned approah

**Data Protection and Safeguarding**

1. Work within the requirements of Data Protection at all times
2. Understand your responsibilities in relation to Safeguarding and child protection and how to highlight an issue / concerns
3. Remain vigilant to ensure all students are protected from potential harm

**General**

1. The post-holder will be expected to undertake any appropriate training provided by the Trust to assist them in carrying out any of the above duties.
2. The post-holder will be expected to contribute to the protection and welfare of children and young people, as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager.
3. The post-holder will be required to promote, monitor and maintain health, safety and security in the work place. To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to
4. An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed. The successful candidate will be required to disclose all convictions and cautions, including those that are spent; the exception being certain, minor cautions and convictions which are ‘protected’ for the purposes of the ‘Exceptions’ order. <https://www.gov.uk/government/collections/dbs-filtering-guidance>

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out. The post holder may be required to undertake other duties and responsibilities that are commensurate with the nature and level of the post.

Futura Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Your suitability to work with children and young people will form part of the selection process. For this post prior to appointment, Futura Learning Partnership will apply for an enhanced disclosure certificate from the Disclosure and Barring Service.

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| **Person Specification – Behaviour Support Worker** | **Essential (E) or Desirable (D)** |
| **Education** |  |
| Good standard of education (3 x GCSEs – English C/4 equivalent or above) | E |
| Education to A-Level standard | D |
| Other relevant qualifications e.g. Mentoring / Counselling | D |
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| **Experience**  |  |
| Working in a front-line service e.g. education, youth work social care, police, health | D |
| Working with challenging or vulnerable people | D |
| Working with young people | D |
| Coaching/mentoring | D |
| Working collaboratively as part of a team | E |
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| **Behaviours** |  |
| Professional and approachable | E |
| Works well under pressure | E |
| Calm, authoritative manner  | E |
| Pragmatic approach to problem solving  | E |
| Positive attitude to change | E |
| Adaptable and flexible – willingness to go ‘the extra mile’ | E |
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| **Skills** |  |
| Excellent interpersonal skills | E |
| Ability to communicate with a wide range of people | E |
| Well-developed behaviour management skills | E |
| Ability to empathise with children and young people | E |
| Excellent organisational skills | E |
| Ability to prioritise and multitask | E |
| Good level of IT skills including Outlook and MS Office | E |
| Experience of using school IT systems e.g. SIMS | E |
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| **Attributes** |  |
| Committed to the Futura Learning Partnership’s aims  | E |
| Committed to Equality and Diversity  | E |
| Committed to own continuing professional development  | E |
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| **Other** |  |
| Willingness to occasionally work outside normal working hours – prior notice given | E |
| Willingness to obtain First Aid qualification | D |
| Good sense of humour | E |