

JOB DESCRIPTION BIRKDALE HIGH SCHOOL

Post Title	Learning Mentor (Pupil Wellbeing & Mental Health)
Reporting to:	Assistant Headteacher - Pupil Equity
Working time:	Term time only
Salary/Grade:	Band F: Scp 12-19 (£26,421 - £29,777 per annum pro-rata)
DBS Disclosure level:	Enhanced with barred list information and prohibition orders check

Main purpose

- To provide support for students and families with emerging Mental Health & Wellbeing needs and contribute to more complex cases through effective communication, meetings, developing action plans, coordinating and signposting appropriate school systems, process and interventions.
- To assist the Assistant Headteacher responsible for Pupil Equity with the implementation and administration of the school improvement priorities in this area.
- To provide pupils with a point of contact for support with regard to managing stress or anxiety, dealing with bereavement or family trauma, responding to friendship issues, tackling barriers to attendance and engagement.
- To design and implement support plans and support sessions for pupils, with clear timeframes and objectives linked to Mental Health & Wellbeing Support.
- To be a trusted adult in the school and be part of the wider safeguarding team.
- To contribute to the development of the whole school culture of belonging.
- To support and contribute to the whole school attendance strategy, promoting this as a whole school priority.
- To assist in the triage process and signposting/coordination of external services such as counselling and mental health support.
- To lead on the school's peer mentor (year 8) transition provision.
- To take on an appropriate range of supervision duties to support the pastoral team at break and lunch times.

In addition, you are required to undertake the following responsibilities, which may or may not be included above:

General responsibilities

- To support and promote the school's aims and objectives.
- To support and promote the aims and vision of the Southport Learning Trust.
- To ensure a duty of care at all times to safeguard and promote the welfare of all students in line with statutory responsibilities.
- To work within the school's Health and Safety policy to ensure a safe working environment for all students, staff and visitors.
- To work within the school's Equal Opportunities policies to promote equality of opportunities for all students and staff.
- To maintain high professional standards of attendance, punctuality, appearance, conduct and courteous, positive relations with students, parents, colleagues and visitors.

- To actively engage with the performance management process and continue with personal and professional development.
- To adhere to school policies and procedures as set out in the staff handbook and other documentation available.
- To adhere to and support as appropriate school and departmental procedures regarding assessment including preparation and entry for public examinations as specified by the boards.

Pastoral Support

- Work with all staff to ensure that strategies are shared to best support pupils to be able to follow our Routines for Learning and that pupils are Safe Respectful Ready.
- Liaise with Heads of Year and SLT to inform of any Mental Health & Wellbeing issues, especially those that require further attention and intervention.
- Liaise with staff on matters of pupil conduct, effort and progress.
- Act as a source of pastoral support, advice and expertise for staff, parents and agency partners
- Liaise sensitively and effectively with parents/carers to promote cooperative working and support the progress and success of their child.
- Facilitating Restorative Justice between students (or students and staff) following an incident as directed by Heads of Year or SLT
- Support the progress of students who are not attending school or educated at off-site provisions, liaising with the attendance team, alternative provisions and the Local Authority.
- Provide Mental Health & Wellbeing support to students.
- Support the school's use of pupil data to monitor pupil achievements and identify pupils who are underachieving. To agree appropriate follow up, in consultation with the line manager, including mentoring identified pupils.
- Organise work for absent pupils where appropriate
- Working together with heads of departments to organise and support at events including Transition, Option Choices, Work Experiences, etc.
- Assisting with external GCSE invigilation.
- Support pupils at key transition points including year 6 into 7, year 8 options, year 11 college applications

Supporting Mental Health & Wellbeing

- Respond professionally and compassionately towards all pupils.
- Refer to the school's safeguarding policy and make informed judgements on the best course of action to take following an incident.
- Take appropriate action and provide support where there are concerns about discrimination linked to protected characteristics.
- Be vigilant in the identification and responsiveness to bullying
- Support pupils and staff with the reintegration process
- Refer cases to police where a crime has been or may have been committed.
- Attend and participate in meetings with external agencies as appropriate.
- Discuss pastoral concerns with parents/carers and signpost and refer to appropriate agencies for support as required.
- Liaise with partner schools to share best practice.
- Undertake home and alternative provision visits where necessary.

- Developing resources specific to students needs - anxiety, stress, low mood, attendance, aspirations, anger management, self esteem, friendships and feelings.
- Undertake training as appropriate.
- Be aware of external factors affecting pupils' behaviour and progress such as social pressures, local context and peer relationships.

Record Keeping

- The Learning Mentor has responsibility along with the Heads of Year and SLT to keep detailed, accurate and secure written records of pastoral concerns, incidents and interventions. These records are confidential and should include a chronology of concerns, referrals, meetings, phone calls and emails.
- Ensure that Arbor and CPOMS are being used effectively to record incidents, concerns and interventions.

Support for Pupils

- Establish and maintain relationships with individual pupils and groups.
- Contribute to Individual Education/Behaviour Plans as appropriate.
- Promote pupils' social and emotional development.
- Contribute to the health and well-being of pupils.
- Support pupils to access the curriculum.
- Undertake joint home visits as appropriate and in line with school policy
- Invigilate examinations in exceptional circumstances

Support for the Curriculum

- To participate **and contribute to** whole staff training and Continuing Professional Development.
- To attend meetings as directed in the school calendar.
- To work collaboratively with all colleagues.
- To encourage cultural, moral and spiritual growth, and the development of civic and social responsibilities amongst students in preparation for life in modern Britain.

Support for the School

- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Contribute to the school ethos, aims and development/improvement plan.
- Appreciate and support the role of other professionals.
- Attend relevant meetings as required.
- Participate in training and other learning activities as required.
- Assist with the supervision of pupils out of directed lesson time, including before and after school if appropriate and within working hours.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.

Support for the community

- To ensure effective communication/consultation as appropriate with the parents of students.
- To contribute to and actively engage with the school liaison and marketing activities as appropriate.
- To play a full part in the life of the school community and to encourage and ensure staff and students follow this example.

Other Specific Duties:

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the salary/grade and job title.

DATE:

Sept 2024