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## Student Support Mentor

### Job Description

#### Reporting Relationships: SLT

#### Functional links:

Will work in collaboration with SLT, teaching staff, students and their carers / parents / advocates, external agencies, and others as necessary. Flexibility in working with students across pathways and across all ages is key.

#### The Core Purpose:

To ensure the safety of all students through maintaining the outstanding atmosphere for learning at The Link School by providing a range of interventions and support to ensure exceptional progress in all aspects of school life.

#### Job Context:

The Student Support Mentor will be responsible for the supporting the smooth day to day running of the school, including supervising students who are not attending their normal lessons for a variety of reasons and being a visible presence around the school to support a positive learning environment.

#### Main Duties and Responsibilities

To promote and provide support for all students at The Link School as required.

To support and work with staff, parents and other agencies to support all students as required.

To work with students, staff, parents and other agencies form other educational settings as part of The Link School's outreach & support offer.

#### Transport:

- To be willing and qualified to drive the school minibus or personal vehicle to collect students from home and to drop students off at home.
- To be willing and qualified to drive the school minibus or personal vehicle to support students in attending trips and visits.

N.B. non drivers can hold this post if pre-agreed before appointment.

#### Student Supervision:

- To support students who are not able to take part in class due to need or dysregulation.

- To ensure appropriate work and/or intervention is provided for students not able to be in class.
- To be on duty during all break and lunchtimes to supervise students, to be a positive role model for student interaction and play and ensure an outstanding learning environment.
- To actively patrol the school during lesson times to ensure consistently high standards around the school and to ensure students remain focused on learning.
- To keep detailed an accurate record of work with students.

### **Student Support & Mentoring:**

- To plan & run therapeutic sessions and appropriate interventions for students on an individual basis.
- To plan & run group sessions and interventions with students focusing on set topics like regulation, social skills, friendships, Self-esteem & Emotions.
- To work with identified individual students to help support and mentor them.
- To make, update, and supply a range of resources for students and class teams to support them with their behaviour for learning and emotional control.
- To actively look for and promote ways to improve the student support offer, whilst always keeping the students at the heart of all decisions.
- To keep student support displays up to date, relevant and attractive to students and staff.
- Supervise and provide particular support for all students, ensuring their safety and access to learning activities, including therapy, such as SALT and OT. Assist with the development and implementation of Student profiles and support plans
- Establish constructive relationships with all students and engage with them purposefully in all aspects of school life.
- Promote the inclusion of all students, including those who display behaviour that challenge
- To understand behaviour as communication.
- To understand and develop expertise in ASC and SLCN.
- Encourage all students to interact with others and engage in activities led by teachers.
- Set challenging and demanding expectations and promote self-esteem and independence.

- Provide feedback to all students in relation to progress, achievement and pastoral care.
- In agreement with the Senior Leadership Team, to support students with personal care as required.

### **Supporting other staff:**

- Create and maintain a purposeful, orderly and supportive environment, and assist with the displays.
- Use strategies, in liaison with teachers, therapists and SLT, to support all students to achieve learning goals.
- Monitor students' responses to learning activities and accurately record achievement/incident & progress as directed.
- Provide detailed and regular feedback to teachers on students' achievement, progress and pastoral development.
- Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility.
- Ensure CPOMS and SOLAR are used effectively to record incidents and concerns.
- Establish constructive relationships with parents/carers.
- Administer routine tests, invigilate exams and undertake routine marking of students' work as required.
- Provide effective clerical/admin support e.g. photocopying, typing, filing, laminating etc
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to student responses, including supporting therapeutic intervention.

### **Supporting the School:**

- To comply with and carry out any reasonable request as directed by the principal.
- Be aware of and comply with policies and procedures relating to Safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school including displaying a flexible 'can do' attitude.

- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of students out of lesson times, including before and after school.
- Accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group as required.
- To take responsibility to communicate your well-being needs to line managers as required.

### **Outreach & Support:**

- To work with young people from other educational settings on their education, behaviour, emotions, life skills & relationships, using a range of techniques based on the work completed with The Link School students.
- To work with staff from other educational settings to support their students.
- To work with parents from other educational settings to help support their child.
- To work with other agencies to support young people from other educational settings.

### **Personal Responsibilities:**

- Play a full part in the life of the school community, supporting its mission, values and ethos, by being a positive role model and encouraging staff and students to follow this example.
- Actively promote school policies and procedures.
- Take an active part in events in the school calendar, maintaining a visible presence at school events.
- To communicate effectively with parents and carers.
- Be responsible for own continued professional development.
- Comply with the school's Health & Safety policy, undertaking risk assessments as appropriate.
- Be courteous to colleagues, visitors and telephone callers and provide a welcoming environment.

- Be skilled in conflict resolution and teamwork.
- Attend meetings punctually.
- Inspire trust and confidence.
- Be respectful and professional.
- Engage and motivate students and staff and work as part of a team.
- Promote student & staff wellbeing.
- To be open to criticism and change which allows progression.

### **Notes:**

- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
- The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Principal in consultation with the post holder.
- This job description forms part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing paragraphs.
- Work is mostly within school hours with some flexible hours for evening or for significant events in the school calendar.

### **General notes**

- (1) Job descriptions are to be reviewed annually.
- (2) The responsibilities listed above are the basic essentials of the post; it is always open to the post-holder to propose ways of extending these responsibilities.

**PERSON SPECIFICATION**

**STUDENT SUPPORT MENTOR**

**Essential**

**Desirable**

	<b><u>Essential</u></b>	<b><u>Desirable</u></b>
<b>Experience</b>	<ul style="list-style-type: none"> <li>- Working with or caring for children in any setting.</li> </ul>	<ul style="list-style-type: none"> <li>- Working within a school.</li> <li>- Working with children with disabilities</li> </ul>
<b>Education / Qualifications</b>	<ul style="list-style-type: none"> <li>- Excellent numeracy and literacy skills.</li> <li>- A minimum of GCSE Grade 4 / C or above in English and Mathematics or an equivalent Level 2 Qualification.</li> </ul>	<ul style="list-style-type: none"> <li>- Level 2+ or equivalent qualification in relevant area, or post-graduate qualification.</li> <li>- Training in relevant learning strategies</li> <li>- First aid training/training in specific medical procedures as appropriate.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Basic understanding of child development and learning.</li> <li>- The ability to work constructively as part of a team, follow line management structures and understand classroom roles and your own position within those responsibilities.</li> <li>- Ability to relate well to both children and adults</li> <li>- Ability to evaluate own learning needs and actively seek learning opportunities.</li> <li>- An ability to approach the management of challenging behaviour with sensitivity and patience and via a team-based approach.</li> <li>- Patience, empathy, a positive 'can do' disposition, flexibility and 100% commitment to supporting young people with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>- General understanding of appropriate curricula for young people with learning disabilities.</li> <li>- Effective use of ICT to support high quality learning.</li> <li>- An interest in further study in the field of Learning Disabilities and ASD</li> </ul>

	<ul style="list-style-type: none"><li>- The ability to explain things clearly to support learners in making exceptional progress.</li><li>- General understanding of appropriate curricula for young people with learning disabilities.</li><li>- Effective use of ICT to support high quality learning.</li><li>- An interest in further study in the field of Learning Disabilities and ASD</li><li>- Understanding and knowledge of relevant policies/codes of practice and awareness of relevant legislation, for example child protection.</li></ul>	
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