

Job Description

Establishment: The Farnborough Academy
Post Title: Behaviour Support Learning Mentor
Grade/Pay Range: NJC Point Scale 15 to 22 £19,298.00 to £22,167.00
Hours/weeks: 37 Term Time Only
Reporting to: DHT
Department/Team: Inclusion

Overall Purpose of Post:

The Behaviour Support Learning Mentor will provide a complementary service to teachers and other staff, addressing the needs of children who require assistance in overcoming barriers to learning in order to achieve their full potential, or accessing the curriculum. Working with a range of pupils whose behaviour and disaffection has significant impact upon their attainment, giving priority to those who need the most help, especially those displaying challenging behaviour and children with special or medical needs.

Education based but working with families and the wider community the Behaviour Support Learning Mentor will work on a one-to-one basis or in groups, acting as a listener, facilitator, motivator and role model, to improve pupil progress and achievement by helping to minimise barriers to learning and maximise participation

Main Duties and Responsibilities

- To devise, implement and evaluate specialised programmes of work to encourage and promote a pupil's social emotional and behavioural development.
- To work with teaching staff and/or other support staff in devising and implementing individual learning plans to promote pupils' academic, social, emotional and behavioural development.
- To plan and draw up approaches that could be used to support pupils both individually and within a group.
- To train and support identified school staff, by modelling approaches, with a view to staff feeling confident and able to use the approaches following the withdrawal of Behaviour Support Learning Mentor.
- To work with individuals & groups both within and outside the class room setting, predominantly within the behaviour unit –Trent House
- To organise and run extracurricular activities during lunch and out of school activities.
- Organise lunchtime activities to support pupils who have difficulties at break time.
- Help students to manage and resolve conflict by using and teaching them a variety of strategies.

- To observe and monitor pupil progress, adapting an agreed approach to meet particular needs, recording and maintaining records of pupils' development and progress.
- To contribute to the assessment of pupil progress and to produce detailed written reports outlining pupil progress.
- Work effectively and collaboratively with teachers, support staff and external support as required to ensure effective support provision for all our pupils.
- Under the direction of the DHT well-being, help to create criteria for identifying those students who need Learning Mentor/behaviour mentor support.
- Help plan the reintegration of students after extended absence or exclusion from mainstream lessons
- Outreach to families whose home circumstances appear to present a significant barrier to successful learning, and work with parents to help the student achieve their targets.
- Monitor students progress before, during and after intervention to measure the impact of the intervention strategy on progress; include student evaluations
- Maintain a record of evaluations as evidence of effective practice, support and guidance
- Identifying, in association with school staff, pupils who would benefit from mentoring.
- Setting up and running appropriate behaviour modification sessions and anger management groups where necessary.
- Networking with other behaviour Mentors to share good practice.
- Create a directory of resources, activities, organizations and support services which can be drawn upon by staff/parents to support children identified. .
- Regularly monitor and reward the achievement of children working with you with whom we are working
- Attend and participate in multi-disciplinary meetings contributing to the sharing of information and/or planning in relation to specific pupils.
- Undertake a range of administrative duties relevant to the post.
- Support supervision of the academy isolation room
- Ensure confidentiality is maintained at all times.
- Any other duties relevant to the work of the postholder as requested by the Senior Leadership Team.

General

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Academy policies including in particular Health and Safety and Safeguarding.
- Participate in the Academy Appraisal process and undertake professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.
- These above mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust.

The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.

Name of Postholder:

Signature:

Date: