# Learning Mentor

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| School | Bramley Grange Academy, Bramley, Guildford |
| Post | Learning Mentor |
| Responsible to | SENCo |
| Grade | LSEAT 17 |
| Hours | 8.30am- 4.15pm- Full time/ term time only, part time hours considered  |

## Purpose of the Role

To support the educational, social, and emotional development of pupils, particularly those with additional needs, under the guidance of the SENCo and teaching staff. The Learning Mentor will work with individuals and small groups to help pupils overcome barriers to learning and achieve their full potential.

## Key Responsibilities

* Working within the school to support students who are struggling to engage in learning, encouraging participation and promoting the highest expectations of behaviour.
* Maintaining order and promoting a calm learning environment and a constant staff presence.
* Supporting students through personalised, time limited intervention programmes to address and remove the barriers to learning and engagement.
* Work collaboratively with teaching staff and other colleagues in managing behaviour and encouraging pupils to make the right choices within the framework of the Behaviour Policy.
* Developing strategies to support pupils in building their own resilience in tackling problems and overcoming personal difficulties.
* Contribute to the whole school ethos of restorative practices and solution-focused work to support children and young people in making the right decisions and developing improved personal strategies for managing and modifying their own behaviour.
* Record management information in relation to behaviour and achievement on agreed systems.
* Attend daily briefing and debriefing meetings as well as other staff meetings and team training as directed by the Head Teacher.
* Develop a stimulating and exciting learning environment for students with opportunities for broadening experiences and learning new skills.
* Undertake supervisory duties during unstructured time in line with the team ethos of the school and any other reasonable duties as directed by the Head Teacher.
* Adhere to Team Teach procedures to ensure the health and safety of all pupils and staff.
* To engage with professional development and undertake tasks and responsibilities associated with the training completed.
* To abide by the school's policies, including those relating to safeguarding, health and safety and equal opportunities.
* To undertake other reasonable duties which are consistent with both the needs of the school and commensurate with the role of the post holder.

Person Specification:

* High level of skill in developing positive, professional relationships with young people which enable escalating situations to be diffused.
* Confidence in managing challenging behaviour and ability to resolve issues independently, showing initiative in personalising approaches within a framework of agreed strategies which then impact on the behaviour of individual pupils over time.
* Knowledge of a range of additional educational needs that may affect the emotional welfare and behaviour of young people and evidence of strategies to overcome these and support inclusion.
* Proactive approach to situations and ability to develop individual intervention strategies.
* Confidence in being able to manage small groups of students and deliver programmes independently.
* Understanding of restorative justice practices/approaches used in a classroom setting or willingness to undertake training in order to adopt this approach.
* Experience of effective teamwork.
* Willingness to be flexible and responsive to individual student’s needs but able to work within the framework of consistent, agreed approaches.
* Strong personal boundaries in relation to self-management and interaction with others.
* Willingness to undertake training in behaviour management including PRICE
* Ability to demonstrate confidence, resilience and perseverance.
* Ability to be flexible and cope with changing priorities and demands.
* Basic IT skills and willingness to engage in further training and support to be able to use management information systems.
* A firm grasp of the importance of confidentiality and the duties of education professionals in relation to safeguarding concerns.
* A team player with a sense of humor