

JOB DESCRIPTION

RICHARD ATKINS PRIMARY SCHOOL

SECTION A:

Reporting to: Headteacher and Assistant Headteacher with Responsibility for Inclusion (and SENCo)

Job Title:	Learning Mentor-the Bubble (Alternative Provision)
Grade:	Scale 6 Spinal Point 18 (£36,345) to 20 (£37,437) Pro-rata (39 weeks)

SECTION B: Purpose of Post

To provide high-quality support for pupils with social, emotional, and mental health (SEMH) needs within The Bubble, our school's specialist alternative provision to support children with Social, Emotional and Mental Health (SEMH) needs. The role involves helping pupils engage positively with learning, manage their behaviour, build resilience, and achieve their potential in a nurturing and structured environment.

- To develop and maintain effective and supportive mentoring relationships with children, young people and those engaged with them
- To provide a complementary service throughout the school that enhances existing provision in order to support learning, participation and encourage social inclusion
- Work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to children and young people

SECTION C: MAIN DUTIES, RESPONSIBILITIES AND ACCOUNTABILITY

Pupil Support

- To provide individualised and group support to pupils with SEMH needs.
- To implement behaviour support strategies, de-escalation techniques, and personalised interventions.
- Support the academic, emotional, and social development of pupils within the Resource base
- Contribute to the assessment and review of pupils' progress, behaviour, and wellbeing.
- Foster a safe, structured, and therapeutic environment that promotes trust and emotional security.
- Acting as a key adult and role model to pupils in The Bubble.
- Supporting children to regulate behaviour, manage transitions, and engage in learning.
- Leading or assisting with small-group interventions (e.g., emotional literacy, social skills).
- Supporting behaviour plans, therapeutic approaches and positive handling strategies as needed.
- Supporting with the learning of key curriculum subjects
- Working closely with the SLT and external professionals.
- Supporting reintegration into mainstream learning where appropriate
- Contributing to a calm, supportive, and restorative school culture.

Develop Supportive Mentoring Relationships

- To assist staff in identifying pupils showing early signs of disengagement and those who would benefit from mentoring help to overcome barriers to learning

- To assess underlying reasons for disengagement and compile a comprehensive profile that takes into account social, emotional and educational needs.
- To contribute to the comprehensive assessment of children entering or returning to school and the review of their progress and achievements.
- To support learning and personal development through one to one mentoring and other supportive relationships.
- To plan individual and group mentoring programmes which provide a range of strategies that will motivate, challenge and empower further learning and will help children and young people to make positive changes.
- To develop, agree and implement a time bound action plan with groups and individual pupils and those involved with them based on a comprehensive assessment of strengths and needs and to maintain accurate records of work for each identified pupil.
- Support children and young people to manage transitions in their lives.
- Respond to the needs of children and young people who have experienced trauma.
- To be in playground during assigned phase playtime and lunchtimes in order to support children's social and play skills.

Supporting learning, participation and social inclusion

- Promote inclusion, equality, participation and the rights of children and young people and participate in decisions that affect their lives.
- To support children and young people's successful transfer between educational establishments and at key stages in their learning. Ensure good liaison with relevant schools. Support new and midterm entrants.
- Contribute to processes and procedures for improving attendance
- To support delivery of tailored curriculum activities designed to meet both academic and emotional needs.
- To work closely with the teacher and SENCOs to adapt learning resources and approaches.
- To encourage pupil participation and engagement using positive reinforcement and restorative practices.

Working in Partnerships

- Liaise with parents/carers, external professionals (e.g., CAMHS, Educational Psychologists), and school staff to support pupils' needs.
- Participate in team meetings, multi-agency reviews, and EHCP processes as required.
- Maintain accurate records of interventions, incidents, and pupil progress.
- To develop and maintain appropriate contact with the families and carers of children and young people who have identified needs and to keep them informed about the pupil's needs and progress, and to secure positive family support for the pupil.
- Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children
- To contribute to the safeguarding and protection of children and young people from abuse
- Liaise with the established systems within the school in order to facilitate access to specialist support services for pupils' with barriers to learning
- Provide regular feedback to relevant staff, professionals and parents. As directed, provide clear evidence and reports to inform common assessment framework and child protection cases.

Maintaining Professional Competencies

- To operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them.
- Ensure own professional competence remains sufficient to provide effective support by seeking support for your practice and development. Keep informed of relevant legislation
- To attend training and professional development sessions, including the national induction programmes. Contribute to the identification and sharing of good practice between individuals to enhance mentoring provision

- To meet regularly with the designated line manager to discuss case load of identified pupils and other LM activities, make use of advice and supervision to develop competencies.

Supporting the School

- Maintain confidentiality of information in line with the policies and procedures of your organisation
- Support school evaluation by providing evidence demonstrating how learning mentor provision supports Every Child Matters and its impact on pupil progress
- Complete the administrative duties relevant to the role of learning mentor, including planning, record keeping, data base and reports
- To undertake other duties, appropriate to the post, as may be required from time to time
- To work within and encourage the school's Equal Opportunity Policy and contribute to diversity policies and programmes in relation to discriminatory behaviour
- Comply with School's Health and Safety Policy Maintain personal security and safety, and be alert to the security of others

Data Protection

- All staff are expected to be familiar with and comply with the obligations under the **Data Protection Act 2018** and **UK General Data Protection Regulation (UK GDPR)**, including the duty to process personal data lawfully, fairly, and securely. This includes ensuring that data is not disclosed or shared inappropriately and is kept safe from unauthorised access, loss, or destruction.

Equal Opportunities

- To take responsibility, appropriate to the post for tackling racism and promoting good race, ethnic and community relations.

Health & Safety

- In carrying out the tasks in this job description you have a duty (under the Health and Safety at Work Act (1974),) to take reasonable care for the health and safety of yourself and that of others. This implies taking positive steps to monitor and maintain a safe and secure working environment. It is expected that whilst maintaining an effective and efficient working environment you will comply with safety rules and procedures and ensure that nothing you do, or fail to do, puts yourself or others at risk. This includes contributing to a safe and secure environment for the school community.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and healthy environment and including such information, training instruction and supervision as necessary to accomplish those goals.

Safeguarding and Pastoral Care

- To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Lambeth's Area Safeguarding Children's Board and the school's safeguarding policy.
- To be alert for any child 'at risk' and assist in identification of child abuse: To remain vigilant and do everything possible to protect pupils and others from abuse of a physical, emotional, sexual, neglectful, financial or institutional nature. This includes an absolute requirement to report to the Lead Child Protection Officer any incident of this nature you witness, hear about or suspect.
- Be vigilant and responsive to safeguarding concerns in line with school policies.
- Act as a key adult/mentor for identified pupils, building consistent and supportive relationships.
- Help pupils develop self-regulation, coping strategies, and social skills.

Other

- To continuously develop your own role, taking responsibility for identifying and addressing training and development needs.
- To carry out, as and when required, any additional tasks and responsibilities as are reasonably compatible with this job description and its objectives.

SECTION D: FUNCTIONAL LINKS
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- To work in partnership with the Headteacher, SLT, Class Teacher, Phase Leader and Parents/Carers as required

SECTION E: CONDITIONS OF SERVICE

The terms and conditions of this post are detailed in the appropriate section of the NJC Green Book.

SECTION F: SIGNATURES – JOB DESCRIPTION DISCUSSED AND AGREED

Signature of Post Holder:Date:

Signature (Head Teacher).....Date:

PERSON SPECIFICATION

School: Richard Atkins Primary School Resource Base

Job Title: **Learning Mentor**

Directorate: Children & Young People's Service

Grade:

CRITERIA	Essentials	Desirable
Qualifications/ Training	• GCSEs (A-C) / including English and maths • High-level vocational qualifications or degrees • Minimum equivalent to LDSS National Occupational Standards level 3	• Relevant training in SEMH, behaviour, or child development (e.g. Team Teach, ELSA)
Relevant Experience	• Experience working with children or young people with SEMH needs • Recent experience of working with children and young people and taken a keen interest in supporting learning, welfare and achievements in either a paid or voluntary capacity in educational, youth or social care context	• Experience in alternative provision or therapeutic settings
Knowledge/ Skills	• Ability to engage with a holistic view of children • Ability to establish effective mentoring relationships that motivates change and personal growth. • Has a sound knowledge of social, emotional and learning development. Understands the contribution family, caring and social networks make to development. • Understands the broad understanding of what transition means and how to support children and young people through changes in their lives • Understands why children and young people might behave in unexpected ways. Ability to identify and analyse the underlying issues that may lead to underachievement and barriers to learning and participation • Knows strategies for establishing and developing effective one-to-one mentoring and other supportive relationships with children and young people • Ability to use good listening and counselling skills while keeping mentoring relationship structured and focused; ability to give constructive feed back	Knowledge of SEND Code of Practice

	• Values and respects the views and perceptions of young people and knows how to respond appropriately to what they are communicating • Can plan and innovate individual and group programmes to support skills for learning, positive behaviour, social and emotional development and healthy life styles • Is imaginative in developing alternative strategies to motivate and raise self-esteem; can change attitudes and horizons by offering new perspectives • Understands the different ways in which children and young people can be harmed; knowledge of relevant legislation concerning Child Protection. • Ability to liaise sensitively with parents and carers from a wide range of ethnic, cultural and social backgrounds; values their role in pupil's learning. Knows how to raise concerns in appropriate ways. • Good interpersonal skills for networking. Ability to collaborate with others and build effective relationships with a wide range of professionals and organisations • Ability to handle difficult situations with sensitivity and confidentiality and to be non-confrontational • Ability to exercise initiative, work independently. • Ability to manage the different components of the role, pupil caseload, delivering a programme of activities, parents and multi-agency working • High level of communication skills. Knows how to record and present information in an easily understandable way. Understands the difference between observation, facts and opinion. • Ability to organise effective systems for referral, planning and review, able to prioritise and to manage time effectively, competent ICT skills • Committed to extending own professional competence and knowledge • Ability to reflect critically on own work and contribution to the school • Understanding and awareness of equal opportunities, experience of strategies to promote equality of opportunity and a commitment to work within the Council's Equal Opportunities Policy	

Key Competencies	• Teamworking: Works in a positive and co-operative way, learning from others and contributing to the development of the team. • Caring Effectively: Demonstrate sensitivity, respect and kindness towards the school community, ensuring their needs are met within care plans. • Making Decisions: Makes effective decisions based upon an analysis of all pertinent information. • Planning & Managing Activities: Sets clear goals and targets, prioritises effectively and completes tasks on time. • Demonstrating Resilience: Demonstrates positive, controlled and consistent behaviour even in crisis situations. • Maintaining Integrity: Sets clear boundaries, maintains personal integrity and adheres to good practice. • Developing New Skills: Is committed to own development: seeks and embraces opportunities to improve skills & knowledge. • Respecting Diversity: Seeks to develop an understanding of different groups and individuals and works to ensure equitable and appropriate treatment for all.	
Safeguarding	• Displays commitment to the protection and safeguarding of children and young people, and has an up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people.	