



Priorslee Academy

Behaviour Support Learning Mentor

CLOSING DATE – FRIDAY 18th OCTOBER

Report to: Leadership Team and SENCO

Job Description

The Behaviour Support Learning Mentor (BSLM) will provide an additional service to staff, addressing the needs of children who require assistance in overcoming barriers to learning, in order to achieve their full potential or access the curriculum. The BSLM should possess core skills in first aid, SEN, MAPA and possess a CS or HLTA qualification.

The BSLM will work with a range of pupils but give priority to those who need the most help, especially those experiencing multiple disadvantages including:

- Children with special or medical needs
- Challenging behaviour
- Children with a statement of special educational needs

The BSLM will be predominantly school based but might also have a wider remit including working with families and the wider community.

The Behaviour Support Learning Mentor will work with children on a one-to-one basis. In small or large groups, acting as a:

- Listener;
- Facilitator for learning;
- Encourager;
- Motivator;
- Role model.

Core Purpose

- To work with children whose behaviour and disaffection has significant impact upon their attainment
- To support the ethos aims and objectives
- To improve pupil progress and achievement by helping to minimise barriers to learning and maximise pupil participation

General Responsibilities

1. To devise, implement and evaluate specialized programmes of work to encourage and promote a pupil's social, emotional and behavioural development.
2. 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.



3. To plan and facilitate structured games and activities, to support pupils to make appropriate use of unstructured times.
4. To plan and draw up approaches that could be used to support pupils both individually and within a group.
5. 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.
6. To work with individuals and groups both within and outside the class room setting.
7. Undergo training i.e. for the creation of nurture groups.
8. To be responsible for a nurture and sensory room, all resources.
9. To organise, support and manage activities during lunch and out of school activities, to support pupils who have difficulties engaging during these times.
10. Help students to manage and resolve conflict by using and teaching them a variety of strategies.
11. To observe and monitor pupil progress, adapting an agreed approach to meet particular needs, recording and maintaining pupil records.
12. To contribute to the assessment of pupil progress and to produce detailed written reports outlining pupil progress.
13. Work effectively and collaboratively with teachers, support staff and external support as required to ensure effective support provision for pupils.
14. To create criteria for identifying those students who need BSLM intervention and support.
15. Help plan the reintegration of students after extended absence or exclusion.
16. 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.
17. Contribute to the writing of a development plan in relation to the work of the BSLM.
18. Monitor students' progress before, during and after intervention to measure the impact of the intervention strategy on progress; include student evaluations.
19. Maintain a record of evaluations as evidence of effective practice, support and guidance.
20. Identifying, in association with school staff, pupils who would benefit from mentoring.
21. Setting up and running circle time sessions and anger management groups where necessary.
22. Networking with other BSLM staff to share good practice.
23. Create a directory of resources, activities, organizations and support services which can be drawn upon by staff/parents to support children identified.
24. To provide first aid as necessary (training will be given).
25. Organising training for other staff as required.
26. Attend and participate in multi-disciplinary meetings contributing to the sharing of information and/or planning in relation to specific pupils.
27. Undertake a range of administrative duties relevant to the post.
28. Participate as required in relevant training which has been identified by the members of the Leadership Team. This might include a planned induction period.
29. Ensure confidentiality is maintained at all times.
30. Any other duties relevant to the work of the post-holder as requested by the Leadership Team.
31. Teaching groups of children circle activities/PHSE games during PPA time.