



Northwood Way, Harefield, Uxbridge, Middlesex, UB9 6ET
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Headteacher: Ms K Boyle

Learning and Behaviour Mentor NJC scale point 13, 30 hours per week/38 weeks pa

Purpose of Role

To work directly with identified individual or groups of students to help overcome barriers to learning, improve behaviour and raise achievement. To liaise with parents, appropriate agencies and the wider school community to support all concerned.

Principal Accountabilities

There are five key responsibilities by which the Learning and Behaviour Mentor will make a significant contribution to the achievement and wellbeing of students:

- To improve the behaviour and wellbeing of individual students.
- To support students who are experiencing learning difficulties.
- To support the school in improving the attendance and punctuality of identified students.
- To improve the process of transition into, within and beyond school settings.
- To promote positive behaviour in line with Harefield School Core Values.

JOB DESCRIPTION

- Promoting students' equality, diversity, rights and encouraging responsibilities.
- Maintaining appropriate professional boundaries in all contacts and support of students and their families.
- Maintaining the health, safety, protection and wellbeing of students throughout the mentoring process.
- Contributing to policies and practice which promote inclusion and engagement by students.
- Developing a range of strategies that support students in making successful transitions from one key stage to another including providing support on preliminary visits, contact with families and conducting follow-up visits where necessary to students in their next key stage.
- Helping to promote speedy and effective transfer of information from primary to secondary schools.
- Being fully aware of school policies and following school procedures in maintaining regular contact with families/carers of children in need of support, keeping them informed of needs and progress, with the purpose of securing family support and involvement. This will include developing knowledge of Child Protection procedures.
- Developing knowledge and making the best use of the range of activities, courses, external agencies and individuals that might be used and drawn on to provide additional support for students.
- Monitoring the attendance of individual students where this has been raised as a concern.
- Following school procedures to contact families and provide support where appropriate to improve attendance and punctuality.
- Helping to identify those students at risk of exclusion.
- Meeting regularly with the designated line manager to report on progress of referred students and other aspects relating to work.
- Keeping up-to-date with latest initiatives, research and practice through local and national training and networking.
- Other duties that the Head Teacher may from time to time ask the post-holder to perform.
- At all times carry out duties with due regard to the school's Health and Safety policy.
- To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies.

PERSON SPECIFICATION

Key Skills and Abilities

- A good standard of language and numeracy skills.
- Ability to be proactive, to plan/organise and prioritise own workload.
- Ability to work effectively in a team and with individuals, institutions, multi-agencies and organisations.
- Ability to provide a good role model to children maintaining an approachable manner in dealing with adults and children.
- Ability to work flexibly.
- Ability to work with sensitivity and maintain confidentiality when working with families/carers.
- Ability to operate in networks, make links with and communicate effectively with individuals, institutions, multi-agencies and organisations.
- Ability to develop and maintain clear records, reports and share information appropriately.

Evidence and Qualifications

- Evidence of relevant training or professional development.
- Degree Level Qualification

Knowledge / Experience

- Knowledge and understanding of safeguarding and promoting the welfare of students.
- Experience of having worked with young people with behaviour and learning difficulties.
- Experience of working with children in a range of special educational needs, including G&T and EAL and from a range of multi-cultural backgrounds.