



## *Priory Junior School*

### **JOB DESCRIPTION**

#### **Learning and Wellbeing Mentor for Children and Families**

*Priory Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.*

**RESPONSIBLE TO:** SENCO / Headteacher

#### **PURPOSE OF THE JOB:**

- To provide a complementary service to teachers and other staff, as well as external services, addressing the needs of children who require assistance in overcoming barriers to learning, (such as bereavement, emotional regulation, poor mental health) in order to achieve their full potential, or accessing the curriculum
- To support children to engage successfully in the learning process and identify barriers to learning
- To improve each child's experience of school and/or feeling of self-worth
- To offer practical support and assist pupils in achieving their full potential such as strategies for coping, building resilience and offering a safe place for discussion.
- To work with identified pupils to enhance wellbeing, improve emotional literacy and aid transitions within and outside of school
- To work as a mentor with individual pupils or small groups to provide 'solution focused' activities to overcome barriers to their learning
- To work as an independent practitioner having accountability and responsibility for a caseload under the supervision and guidance of a senior manager
- To support the staff as a Mental Health First Aider

The LWM will be predominantly education based but will have a wider remit including working with families and the wider community.

The Learning and Wellbeing Mentor - for the Child and Family (LWM) will work with a range of students, but give priority to those who need the most help, especially those experiencing multiple challenges, including children:

- who are 'Disadvantaged';
- whose families are in receipt of FSM;
- who are Young Carers
- whose parents are in the armed forces;
- with medical needs;
- with safeguarding needs;
- with challenging behaviour;
- with special needs.

## MAIN DUTIES AND RESPONSIBILITIES:

### Supporting Pupils

- Under the direction of the SENDCo (in consultation with the Head Teacher, DSLs), help to create criteria for identifying those students who need LWM support
- Identify, in association with school staff, students who would benefit from mentoring
- Work with pupils, one-to-one or in small groups, to encourage them to maximise their potential through a range of strategies and support programmes, e.g. use strategies which:
  - develop social skills
  - develop self-regulation skills
  - develop organisational skills and memory,
  - develop independent and collaborative working,
  - identify different learning styles,
  - improve the pupil's behaviour.
- Plan and draw up approaches that could be used to support students both individually and within a group
- Observe and monitor student progress, adapting an agreed approach to meet particular needs, recording and maintaining records of students' development and progress
- Develop and maintain positive caring supportive one-to-one mentoring relationships, giving emotional support and acting as coach, trainer and motivator, and promote the development of high self-esteem.
- Encourage children to take responsibility for their own learning and promote independence
- Work with individuals and groups both within and outside the classroom setting
- Understand the needs of specific students by referring to EHC plans, Assess-Plan-Do-Reviews, general safeguarding information, medical documentation, as well as rate and level of academic learning
- Work with teaching staff/other support staff/external agencies in devising and implementing STEPS plans and individual learning plans to promote students' academic, social, emotional and behavioural development. Monitor outcomes – thereby evaluating progress towards a more positive approach to learning.
- Work with teachers and teaching assistants to ensure each student's barriers and possible solutions are communicated
- Run a young carers group and have oversight of support mechanisms for young carers at the school.
- Monitor students' progress before, during and after intervention **to measure the impact of the intervention strategy on progress; include student evaluations**
- Contribute to the assessment of learning and to produce written reports outlining student wellbeing, as necessary
- Develop and maintain effective record keeping to monitor attainment and achievement and to log individual sessions to aid future therapy and reference
- Help students to manage and resolve conflict by using and teaching them a variety of strategies
- Monitor daily absence and follow-up any difficulties with parents and staff
- Keep a record of student absence and alert the HT to patterns.
- Help plan the reintegration of students after extended absence or exclusion
- Regularly monitor and recognise the achievement of children working with LWM
- 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
- Attend and participate in multi-disciplinary meetings contributing to the sharing of information and/or planning in relation to specific students
- 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 the LWM
- Plan and facilitate structured games and activities, to support students to make appropriate use of unstructured times
- Organise activities to support students who have difficulties at break/lunchtimes
- Assist in organising and facilitating inclusion of all students in school events e.g.: school performances, educational visits, including residential trips

- Engage as required in relevant training which has been identified by SENDCo, DSLs, or Head Teacher
- Be a Steps Trainer for other members of staff and support with the writing of STEP's plans.
- Undertake a range of administrative duties relevant to the post
- Ensure confidentiality is maintained at all times
- Carry out any other duties relevant to the work of the postholder as requested by the Senior Leadership Team / SENDCo / DSLs / DSCs

### **Supporting Staff**

- Work with SENCo to coordinate wellbeing support for staff members
- Support relationships between class teachers/teaching assistants and children through effective communication.
- Be a Mental Health First Aider for school staff.
- Set up and run/advise other staff of sessions (such as anger management, social skills) as necessary
- Organising training for other Learning Mentors/Teaching Assistants – internally and externally

### **Liaison - with Staff**

- Work with the Senior Leadership Team in the early identification of pupils who may benefit from a wellbeing mentor, e.g. those that are:
  - Lacking in self-esteem and confidence
  - Experiencing behavioural problems
  - Suffering bereavement or difficulties at home
  - Underachieving due to any of the above
  - At risk of exclusion
  - Poor attenders
  - Disaffected
  - Experiencing learning difficulties
  - Young Carers

This will require monitoring of wellbeing data and liaison with teachers.

- Regularly communicate with teaching staff about individual action plans and their link with classroom activities.
- Work with all staff to identify a range of strategies including intervention strategies to assist pupils who would benefit from mentor support, e.g. those pupils with poor attendance, social emotional needs or other barriers to learning.
- Create a directory of resources, activities, organisations and support services which can be drawn upon by staff/parents to support children identified
- Be responsible for a 'nurture room/area'

### **Liaison – Community and Agencies**

- Make regular contact with parents or carers, signposting them to avenues of support and communicating your work with the children.
- Ensure that parent's requests and concerns are communicated appropriately so these can be dealt with promptly
- Work with external agencies such as Young Carers to develop practice in school which supports individual children's needs.
- Liaise with external activity providers to highlight opportunities to families.
- Coordinate with external providers such as Early Help / EHWP team to enable a joined up approach to wellbeing at the school.
- Liaise with feeder school staff to enhance the identification and provision made for those pupils who may need additional support on transfer.
- Further develop links with the local community by involving parents, employers and other supportive individuals in the mentoring programme.
- Network with other Learning Mentors to share good practice and improve provision at Priory Junior School

### **Child Protection**

- Safeguard children's wellbeing and provide a safe environment in which children can learn.
- Identify children, who may be in need of extra help or who are suffering or are likely to suffer significant harm, with the designated safeguarding lead as appropriate.
- Be aware of school systems to support safeguarding e.g. who the child protection lead person within school is, the child protection policy and the behaviour policy and report any concerns swiftly.

### **Equality and Diversity**

- Work within the school's equality policy, embracing through personal example, open commitment and clear action that diversity is positively valued.
- Work with the SENCo and members of the governing body to continually develop inclusive practice.

### **Continuing Professional Development**

- In conjunction with SENCo, take responsibility for personal professional development, keeping up-to-date with research and developments in mentoring which may lead to improvements in teaching and learning.
- Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available:
  - particularly mentoring skills and pupil management.
  - Specific interventions / programmes for supporting SEMH
  - STEPS Trainer