

PENWORTHAM PRIMARY SCHOOL

JOB DESCRIPTION: TEACHING AND LEARNING – Behaviour and Pastoral Care Lead – L5

Grade: Scale 5 Spine Points: 22 - 15

EFFECTIVE: JUNE 2022

This post holder is to lead on the support and guidance to children and those engaged with them, by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve their potential. Learning mentors carry a case load and offer timetabled support to individual and groups of pupils. They are not class bound but have a role throughout the school and lead the outside provision in both the KS1 and KS2 playgrounds.

This includes any duties as may be reasonably directed by the Head teacher.

This job description may be amended at any time following discussion between Head and member of staff, and will be reviewed annually.

Main Responsibilities:

- To develop supportive mentoring relationships with identified pupils and their families
- To assist staff in identifying pupils showing early signs of disengagement and those who would benefit from mentoring to overcome barriers to learning
- To work with staff to assess the underlying reasons for disengagement and compile a comprehensive profile taking into account social, emotional, mental and educational needs
- To develop, agree and implement a time bound action plan with groups and individual pupils and those involved with them based on assessment strengths and needs
- To support learning and personal development through one to one and group mentoring
- To plan and monitor the effectiveness of individual and group mentoring programmes which provide a range of strategies that will motivate, challenge and empower further learning and will help children to make positive changes
- To maintain accurate records of work for each identified pupil
- To update and implement relevant policies across the school and playgrounds
- Support children to manage transitions in their lives
- Respond to the needs of children who have experienced trauma
- To lead the ELSA team (undertake ELSA training as necessary) and ensure whole school provision consistently meets identified, strategic needs

Main Purpose of the Job:

- To maintain a nurturing provision so that children have a safe, calm learning environment where their needs are identified and met in accordance with the six principles of nurture
- To develop and maintain effective and supportive mentoring relationships with children and those engaged with them
- To lead a service throughout the school that enhances existing provision in class and in the playgrounds in order to support learning, achievement and encourage social inclusion
- To uphold and lead on the school's commitment to anti-bullying

Supporting learning, participation and social inclusion:

- Promote inclusion, equality, participation and the rights of children in line with our status as a Unicef Rights Respecting Gold School
- Participate and contribute to leadership meetings when appropriate
- Support the smooth induction of new and mid-year admissions (staff, parents/carers and pupils)
- To work with the SLT and SENCO to develop additional and alternative interventions and activities that support improved outcomes for pupils
- To work closely with the Deputy Headteacher and contribute to processes and procedures for improving attendance and punctuality, thereby removing a major barrier to achievement.
- To ensure the smooth running of playtimes and lunchtimes, both inside and outside, working collaboratively with lunch supervisors and other staff.

Working in Partnerships

- Ensure your role is clearly understood by staff, parents and relevant agencies
- To liaise closely with the staff in school to ensure they understand and support the strategies being used by the Learning Mentor to develop pupils' skills for engaging in learning and positive behaviours
- To contribute to the safeguarding and protection of children
- Liaise with the established systems within the school in order to facilitate access to specialist support services for pupils' with barriers to learning e.g. Place2Be
- To negotiate, establish and maintain effective working partnerships with other agencies and individuals in order to address needs and help remove barriers to learning for children
- Provide regular feedback to relevant staff & professionals
- Lead the ELSA team to effectively deliver support which has tangible and evidenced impact on the outcomes of pupils.

Support for the School

- Contribute to the overall ethos, work and aims of the school
- Appreciate and support the role of other professionals
- Attend relevant staff and parent meetings; leading/delivering sessions when appropriate
- Support the SLT to uphold and embed behaviour and inclusion policies
- Set an example of personal integrity and professionalism
- Complete the administrative duties relevant to the role of learning mentor, including planning, record keeping, and reports
- To undertake other duties, appropriate to the post, as may be required from time to time
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of pupils out of lesson times, including before and after school
- Accompany teaching staff and pupils on visits, trips and out of school activities as required
- To ensure that the worker's line manager is made aware and kept fully informed of any concerns which the worker may have in relation to safeguarding and/or child protection.
- Be aware of and comply with policies and procedures relating to health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- To work within and encourage the school's Equal Opportunity Policy and programmes in relation to discriminatory behaviour and anti-bullying.
- Comply with School's Health and Safety Policy & Safeguarding policy by maintaining own personal security and safety, and be alert to the security of others

Safeguarding and Inclusion

- To be individually responsible for promoting and safeguarding the welfare of children you are responsible for, or with whom you come into contact.

- To take account of each child's home language and culture ensuring this is reflected in displays, materials and throughout the curriculum.
- To provide a safe, welcoming and positive atmosphere for parents that will establish strong links with the school.
- To comply with policies and procedures relating to Child Protection, Health & Safety, security, confidentiality and data protection and to ensure that the individual's line manager is made aware and kept fully informed of any concerns which the individual may have in relation to safeguarding and/or child protection.
- To be fully aware of and understand the duties and responsibilities arising from the Children's Act 2004, Working Together to Safeguard children 2018 and Keeping Children Safe in Education in relation to child protection and safeguarding children and young people as this applies to the individual's role within the organisation.

Continuing Professional Development & Maintaining Professional Competencies

- To be pro-active in identifying areas for career and self-development.
- To operate within agreed legal, ethical and professional boundaries when working with children and those involved with them
- Ensure own professional competence remains sufficient to provide effective support by seeking support for your practice and development
- To attend training and professional development sessions
- To meet regularly with the SENCO and members of the SLT to discuss case load of identified pupils and make use of advice and supervision to develop competencies

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Outline of Key Abilities		
<p>You are asked to focus upon demonstrating the extent to which you meet each of the selection criteria when writing your personal statement which you will find under Section 6 of the application form. Please read the candidate guidance under that section</p>		
Key:		
E – Essential	D – Desirable	A – Application Form
R – References	I – Interview/Selection Process	

Qualifications and Training:		E	D	A	R	I
1	A minimum qualification N.V.Q. Level 3 or equivalent	✓		✓		
2	GCSE in English/Maths		✓	✓		
3	Successful completion Learning Mentor training		✓	✓		
4	Willingness to participate in development and training opportunities	✓				✓

Experience:		E	D	A	R	I
5	Working with or caring for children of relevant age and taking a keen interest in their learning, welfare and achievements.	✓		✓	✓	✓
6	Experience of working with parents and outside agencies		✓		✓	✓

Professional Knowledge and Skills:		E	D	A	R	I
7	Knowledge of the National Curriculum and the Early Years Foundation Stage curriculum		✓	✓		
8	Knowledge of interventions to support children eg. Social skills development activities	✓		✓		✓
9	The ability to communicate effectively both orally and in writing	✓		✓		✓
10	Good personal organisation e.g. time management	✓		✓	✓	
11	Ability to supervise and organise pupils	✓		✓	✓	✓
12	Ability to show initiative in a range of situations		✓	✓		✓
13	Ability to interact positively with pupils, parents and colleagues	✓		✓		
14	Ability to plan appropriate learning activities	✓		✓		✓

15	Use basic technology – computer, video, photocopier etc.	✓		✓	✓	
16	Ability to work independently and as part of a team	✓		✓	✓	✓
17	An understanding of the schools equal opportunities policy and how it is implemented	✓		✓		✓

Personal Qualities:		E	D	A	R	I
18	Excellent communication, organisational and interpersonal skills with both adults and children	✓		✓	✓	✓
19	Confidence, sensitivity, reliability, resilience and enthusiasm	✓		✓	✓	✓
20	Able to form and maintain appropriate professional relationships and boundaries with children and young people	✓		✓	✓	✓
21	Commitment to the aims of the school	✓		✓		✓
22	Flexibility and has the ability to find solutions	✓		✓		✓
23	Excellent record of personal attendance and punctuality	✓		✓	✓	

Safeguarding and Equal Opportunity:		E	D	A	R	I
24	Knowledge and understanding of relevant legislation and guidance in relation to working with, safeguarding and the protection of children.	✓		✓		✓
25	Understands the importance of ensuring that all children and staff feel safe and included	✓		✓		✓
26	Understanding of equality of opportunity issues and how they can be addressed in schools	✓		✓		✓
27	Commitment to safeguarding and protecting the welfare of children	✓		✓		✓
28	Understanding of how pupils with special needs may be supported and included within a primary classroom	✓		✓		✓