



Job Profile

Learning Mentor (Emotionally Based School Avoidance-EBSA)

Grade G

Group: Children, Adults & Families
Service: Education, Schools & Inclusion
Location: Dryden Centre
Line Manager: Team Manager
Car User Status:

Job Purpose

To work as a member of the Service, and in partnership with parents/carers and families, schools/settings, and other agencies to support children and young people who are struggling to access education. To facilitate equality of access and provide high quality mentoring support to maintain children and young people within their educational settings or to aid the transition back into educational/alternative settings

The key roles of this post will include:

1. To work with identified children and young people in order to help overcome barriers to learning related to anxiety, building confidence and resilience by facilitating access to learning and extended school activities.
2. To manage a caseload of pupils who require intervention, support and monitoring. To write reports which identify appropriate strategies and educational advice, contribute to the plan-do-review process and plan future targets under the supervision of appropriate professionals involved with the children/young people.
3. To work in collaboration with a range of services to develop and implement specialist Learning Plans to support inclusion and to address the social, emotional and mental health needs of individual pupils, building on the work of and working in partnership with existing mental health services and projects including CYPs.
4. To plan, develop and deliver learning activities with a focus on social, emotional and mental health aspects of learning and responding to individual pupils needs following identification by appropriate professionals. To inform, develop and enhance the practice of schools and alternative educational settings staff through training, specialist coaching and modelling and promoting specific strategies to secure the effective learning of anxious pupils.
5. To support the young person in their transition from home into the school/alternative setting as well as supporting the transition of pupils between key stages and across educational settings and collaborating with appropriate agencies on further education/career opportunities.



6. To establish productive empathetic relationships with children and young people, challenge and motivate them, promote and reinforce self-esteem, build resilience, act as a role model and set high expectations.
7. To research and develop appropriate resources in learning in personal development.
8. To work closely with parents and external agencies informed to ensure continuity of approach between home and school for children and young people.
9. To maintain all records required by schools, settings, and the Local Authority in order to enable monitoring of quality, delivery and outcomes.
10. To understand, attend appropriate training and operate in accordance with safeguarding and child protection requirements.
11. To conduct, as required, any other tasks deemed appropriate to the post.



Knowledge & Qualifications

Essential:

Knowledge

- Understanding of the impact of social, emotional and mental health needs on learning and development and access to the curriculum.
- Good understanding of the principles of child development, learning processes and barriers to learning.
- Working knowledge of national/ curriculum and other learning programmes and strategies including Post 16.
- Good understanding of special educational needs process
- Good understanding of social, emotional and mental health needs

Experience

- Meet the Higher Level Teaching Assistants Standards or equivalent qualification.
- Full driving license
- Training in relevant specialist skills

Qualifications

- Working with children and young people with social, emotional and mental health needs and/or social and communication difficulties (ASD)
- Working within an educational setting
- The different key stages
- Devising/planning and delivering successful 1-1 and small group activities in the area of SEMH
- The effective use of ICT to maintain records and to support learning.

Desirable:

Knowledge

- Ability to extend desirable learning outcomes to suit individual children and young people.
- Relevant legislation/codes of practice relating to safeguarding children and young people.
- Experience of working with anxious pupils and pupils who are out of their mainstream educational setting
- Excellent literacy and numeracy skills

Experience

- A recognised mental health qualification or similar qualification and/or experience
- Full first aid qualification

Qualifications

- Clerical duties, report writing



- Supervising groups of children
- Coaching and modelling to other staff
- Working across the different key stages
- Working in both mainstream and specialist (SEMH) provisions
- Working independently and as part of a team



Competencies

Customer Focus

Puts the customer first and provides excellent service to both internal and external customers

Communication

Uses appropriate methods to express information in a clear and concise way to make sure people understand

Team Working

Works with others to achieve results and develop good working relationships

Making things happen

Takes responsibility for personal organisation and achieving results

Flexibility

Adapts to change and works effectively in a variety of situations

Learning and Development

Actively improves by developing and applying new skills and knowledge and learns from past experiences