THE BUCKINGHAM SCHOOL

A SPECIALIST SPORTS COLLEGE

RETURN TO LEARNING MENTOR
JOB DESCRIPTION

The Return to Learning Mentor is a key role within the core of the school, integral to upholding and ensuring students acquire these and develop as global citizens and well-rounded individuals. The role exists to support students at a variety of levels including behaviour, welfare and student wellbeing.

Responsible to: Assistant Headteacher for Behaviour and Attitudes

JOB PURPOSE

- To ensure that the focus of the pastoral system is effectively supporting students to fulfil their potential through providing the necessary guidance on behaviour and welfare
- To support pupils who make poor choices to reflect on their actions.
- To support the learning and inclusion of pupils with SEMH
- To proactively track the behaviour of groups of students and identify areas where interventions are needed
- Identify, monitor and seek appropriate interventions to support student welfare, well-being and mental health through close liaison with the Head of Year Team.
- To be ambitious for every student and to raise individual aspirations through effective interventions and challenge
- To support the running of the Student Support Unit.
- To support in our front reception, with students arriving and departing the school. Ensuring that late arrivals and uniform issues are addressed, whilst following the school's behaviour for learning policy
- Ensure the safe collection of students who have arrived after registration through front reception

KEY RESPONSIBILITIES

- To investigate incidents when they occur, ensuring all parties feel heard and valued. Collate and record the statements/evidence and pass all the information to the Head of Year responsible
- In collaboration with the Assistant Headteacher, to build and deliver a range of interventions for students who struggle to follow the TBS Core Expectations to help them to reflect on their behaviours
- To support and monitor students in the Student Support Unit
- To communicate effectively with parents to advise of any behaviour concerns
- Monitor uniform infringements and record on Edulinkone
- To support during peak times, or when required, students entering and leaving the school via front reception and supporting students in an orderly start/finish to the day.
- To communicate with families where necessary regarding positive recognition and poor behaviour
- To work collaboratively with our front reception during the day, dealing with any student related issues.

DUTIES

Student Personal Development

- To actively promote the ethos that all students are different and that all their needs are met
- To establish and promote good relationships with students
- To promote and develop a close partnership with parents/carers and external agencies whilst keeping detailed and thorough records

- To work effectively with all stakeholders of the Student First Team to ensure the best possible support for students
- To supervise after school detentions
- To support the running of our Student Support Unit alongside the team of Return to Learning Mentors.
- To work with students who are placed in our Student Support Unit as a result of poor behaviour the previous day, and to ensure they reflect on their actions and approach the next day with a positive attitude.
- To work closely with key members of staff across the inclusion area of school to support students
- To work with students to reflect on their behaviours to ensure successful reintegration into lessons
- To lead the interventions with small groups of students
- To support restorative justice conversations between students or staff and students
- To research and facilitate activities which will extend students' ability to self-regulate and support their future selves
- To undertake break / lunch duties as required
- To undertake any further duties reasonably requested by the Headteacher or Line Manager
- To communicate with parents/carers at the end of the school day to inform of behaviour sanctions
- To record student lateness and add incidents to Edulinkone
- To record SSU days and track attendance to SSU
- To collate termly data from Edulinkone and share with Head of Year.

PERSON SPECIFICATION

TRAINING AND QUALIFICATIONS

	Essential	Desirable
Good levels of competency in literacy and numeracy, **minimum GCSE C grade or equivalent qualification.**	√	
Previous experience of working as part of a SEN / Learning Support Team.		√
Experience of working with children and/or teenagers.	√	
Relevant first aid qualification or willingness to undergo training.		√

KNOWLEDGE AND SKILLS

	Essential	Desirable
Knowledge of the secondary education system		√
Awareness of Code of Practice		√
Good time management and adherence to deadlines	√	
Ability to write clearly and concisely	√	
Ability to use basic technology	√	

PERSONAL QUALITIES

	Essential	Desirable
Good communication and interpersonal skills	√	
Commitment to teamwork and collaborative practice	√	
Ability to build good relationships with a range of adults and students	√	
Ability to motivate students	√	
A willingness to be involved in extra-curricular activities	√	
A willingness to undertake additional training	√	
Commitment to inclusive education	√	
Self-motivated, enthusiastic and able to work on own initiative	√	
An understanding of and commitment to equal opportunities issues both within the workplace and the community in general	√	
A commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.	√	

CONTEXT: All staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. They are required to support and follow all relevant school policies including those for behaviour and child protection. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. They should be involved in promoting the acceptance and integration of pupils with special educational needs. They might also be involved assisting pupils for whom English is an additional language

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the School / Authority.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via www.disclosure.gov.uk 'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

Signed: _____ **Date:** _____

( )

Signed;_____ **Date:** _____
(Headteacher)