



## **Job Title: Senior Learning Support Mentor**

Job Title:	Senior Learning Support Mentor
Salary:	£24,800 - £29,800
Location:	Greater Manchester
Hours of Work:	Monday - Friday 08:15-16:00
Line Manager:	Senior Leadership Team
How to apply:	Apply online, <a href="https://firststepstogether.uk/apply">firststepstogether.uk/apply</a>
Contact Details:	0330 118 0974

### **Job Purpose**

The Senior Learning Support Mentor plays a vital role in supporting pupils' academic, social and emotional development across the provision. As a senior practitioner, you will provide high-level guidance, targeted intervention and skilled mentoring to help pupils engage positively with learning and make sustained progress. By working closely with pupils, teachers, parents and pastoral staff, you will contribute to a positive, inclusive and effective learning environment where every pupil feels understood, supported and able to succeed.

Alongside direct pupil support, the Senior Learning Support Mentor has key leadership and coordination responsibilities. You will lead and support the team of Learning Support Mentors, ensuring they deliver high-quality classroom support and effective interventions that meet pupils' diverse SEMH and learning needs. This includes creating, reviewing and quality assuring one page profiles, and ensuring these are shared clearly with staff through briefings and day today communication so that support strategies are consistent and understood across the school.-quality classroom support and effective interventions that meet pupils' diverse SEMH and learning needs. This includes creating, reviewing and quality-assuring one-page profiles, and ensuring these are shared clearly with staff through briefings and day-to-day communication so that support strategies are consistent and understood across the school.

A central part of the role is working professionally and collaboratively to support the Head of School, contributing to whole school priorities, maintaining high expectations, and modelling best practice in relational, trauma-informed and learning focused approaches. Through strong leadership, effective communication and a commitment to pupil wellbeing, the Senior Learning Support Mentor helps to uphold the school's inclusive ethos and drives improvements in both pupil outcomes and classroom practice.-school priorities, maintaining high expectations, and modelling best practice in relational, trauma-informed and learning-focused approaches. Through strong leadership, effective communication and a commitment to pupil wellbeing, the Senior Learning Support Mentor helps to uphold the school's inclusive ethos and drives improvements in both pupil outcomes and classroom practice

## **Safeguarding**

Here at First Steps Together, we're committed to safeguarding the welfare of children and young people and promoting that commitment. We expect all our staff and volunteers to share in it, too, which is why, as part of the selection process, we will carry out all the necessary checks to ensure you don't pose any risk of harm in your role here.

Join us and you'll be expected to actively contribute to our safeguarding commitment and promote child welfare in line with the school's Child Protection Policy. If ever there's a concern or issue, you'll be ready to report it to your Designated Safeguarding Lead or, in their absence, any Deputy Safeguarding Lead.

## **Key Responsibilities**

### **1. Leadership, Team Oversight and Professional Standards**

- Lead, guide and hold Learning Support Mentors to account for delivering high-quality classroom support and interventions.
- Act as the senior point of support for new Learning Mentors, providing induction, coaching and ongoing professional guidance.
- Model exemplary professionalism, conduct and relational practice at all times, setting the standard for the team.
- Provide training, mentoring and feedback to junior support staff to enhance their confidence, skills and effectiveness.
- Lead on the development and sharing of best practice in mental health knowledge, SEMH strategies and inclusive support for pupils.
- Contribute to staff briefings, ensuring key information, such as one-page profiles, pupil needs and intervention updates, is understood by the wider team.
- Work collaboratively and professionally to support the Head of School, contributing to whole-school improvement and leadership priorities.

### **2. Planning and Coordinating Support**

- Create, review and quality-assure one-page profiles, ensuring they are accurate, up-to-date and shared with staff promptly.
- Develop personalised learning support plans in collaboration with teachers, the SENCO and pastoral leads.
- Support Learning Mentors in breaking down barriers to learning and designing structured steps/action plans for re-engagement and reintegration into the classroom.
- Lead the planning and delivery of targeted intervention programmes that promote academic progress, emotional wellbeing and positive behaviour.
- Ensure interventions are evidence-informed and tailored to the specific needs of pupils, especially those with complex SEMH profiles.

### **3. Direct Pupil Support**

- Provide high-quality one-to-one and group mentoring to pupils, addressing learning challenges, emotional needs and barriers to engagement.
- Offer specialist support for pupils with SEMH needs, modelling therapeutic, relational and trauma-informed approaches.
- Act as a positive, aspirational role model for pupils, promoting confidence, resilience and positive decision-making.

- Lead on the support of pupils with more complex needs, providing skilled intervention where more specialist input is required.

#### **4. Monitoring, Assessment and Record-Keeping**

- Regularly assess pupil progress, engagement and outcomes, adjusting strategies and interventions where needed.
- Maintain accurate and detailed records of interventions, support plans, pupil progress and outcomes.
- Share key information with teachers, the SENCO and senior leaders to ensure consistency and informed decision-making.
- Provide reports or updates to senior leadership as required, including outcomes of interventions or concerns related to progress and wellbeing.

#### **5. Collaboration and Communication**

- Act as a key liaison between pupils, parents/carers and staff, ensuring clear, timely and supportive communication.
- Work closely with teachers to plan effective in-class support strategies and contribute to curriculum access for pupils with additional needs.
- Collaborate with pastoral staff, therapists, SENCOs and external agencies to ensure holistic support for pupils.
- Contribute to multi-disciplinary meetings, SEN reviews and professional discussions where pupil needs are considered.

#### **6. Behaviour and Wellbeing Support**

- Support the implementation of positive behaviour management approaches and assist in maintaining a safe, inclusive learning environment.
- Assist Learning Mentors and teachers in promoting emotional regulation, resilience and self-management in pupils.
- Model restorative, relational and trauma-informed practices in every interaction.

#### **7. Resource and Curriculum Support**

- Develop, organise and maintain high-quality resources and materials to support learning, intervention activities and wellbeing work.
- Assist with planning differentiated activities that meet the diverse needs of pupils across the provision.

#### **8. Contribution to Whole-School Duties**

- Attend staff meetings, INSET days and required training sessions.
- Follow all school policies and procedures, maintaining strict confidentiality and professional boundaries.
- Assist in pupil supervision before/after school, during social times and on trips or off-site activities when required.
- Promote and uphold the safeguarding and welfare of all pupils, adhering to all guidance and procedures.
- Undertake duties commensurate with the role as requested by the Head of School to support the smooth running of the provision.

## **Person Specification**

### **Qualifications & Training**

#### **Essential**

- Good standard of general education (e.g., GCSE English and Maths or equivalent).
- Evidence of training in SEMH support, learning support, behaviour management or trauma-informed practice.
- Willingness to undertake further training relevant to the role, including safeguarding, behaviour approaches and therapeutic strategies.

#### **Desirable**

- Relevant Level 3 or Level 4 qualification in education, SEND support, youth work, psychology or a related field.
- Accredited training in de-escalation, relational approaches, positive behaviour support, or mental health first aid.
- Training or experience in leading teams or supervising staff.

### **Experience**

#### **Essential**

- Significant experience supporting children or young people with SEND and/or SEMH needs.
- Experience delivering one-to-one and group interventions to improve learning engagement, emotional wellbeing or behaviour.
- Experience supporting pupils to overcome barriers, reintegrate into learning and maintain engagement in class.
- Previous experience acting as a positive role model, mentor or key adult for vulnerable pupils.
- Experience working collaboratively with teachers, support staff, parents and external professionals.

#### **Desirable**

- Experience in a senior or supervisory role, holding others to account and guiding best practice.
- Experience creating or contributing to learning support plans or one-page profiles.
- Experience in specialist or alternative SEMH provision.
- Experience providing training, coaching or support to other staff members.

### **Knowledge & Understanding**

#### **Essential**

- Strong understanding of SEND, SEMH needs and how they impact learning, behaviour and wellbeing.
- Knowledge of effective learning support strategies, differentiation and barriers to learning.
- Understanding of trauma-informed approaches, attachment needs and emotional regulation strategies.
- Good understanding of positive behaviour management and relational approaches.
- Strong awareness of safeguarding responsibilities and professional boundaries.

#### **Desirable**

- Knowledge of current best practice in special education, therapeutic intervention and inclusive classroom support.
- Understanding of assessment tools, progress tracking systems and intervention frameworks.

## **Skills & Abilities**

### **Essential**

- Strong mentoring skills and the ability to build trust with pupils who have complex needs or challenging histories.
- Excellent verbal and written communication skills, including the ability to communicate clearly with parents, staff and external professionals.
- Ability to lead and motivate Learning Mentors, offering guidance, modelling and constructive feedback.
- Ability to remain calm, consistent and regulated during challenging situations.
- Strong organisational and time management skills, including maintaining accurate records and completing documentation.
- Ability to design and implement effective intervention strategies that support academic progress, behaviour and emotional wellbeing.
- Ability to work collaboratively as part of a multidisciplinary team.

### **Desirable**

- Confidence in leading staff briefings, contributing information and supporting school-wide communication.
- Ability to contribute to wider school improvement and develop resources to support pupils' learning.

## **Personal Qualities**

### **Essential**

- Deep patience, empathy and emotional resilience when supporting pupils with complex needs.
- A consistently professional demeanour, modelling the highest standards of behaviour and conduct.
- Strong commitment to inclusion, dignity, respect and equality for all pupils.
- Ability to maintain clear boundaries and respond to challenges with calm, relational approaches.
- Reliable, punctual and highly dependable, understanding that pupils rely on consistent adults.
- A reflective practitioner who is open to feedback and committed to professional growth.
- Passionate about supporting pupils to achieve academically, socially and emotionally.
- Positive, flexible and solution-focused, able to adapt to changing needs and situations.

### **Desirable**

- Creativity in designing activities, interventions or support strategies.
- Enthusiasm for continuous learning and developing expertise in SEMH and SEND.

## **Safeguarding**

### **Essential**

- A strong commitment to safeguarding and promoting the welfare of children and young people.
- Understanding of safeguarding principles, including recognising concerns, responding appropriately, and following reporting procedures.
- Ability to maintain professional boundaries, confidentiality, and safe working practices.
- Ability to record concerns accurately and promptly using agreed systems.
- Willingness to work closely with the Designated Safeguarding Lead and follow all statutory and organisational policies.

## **What We Offer**

- Competitive salary and holiday pay
- Term-time working pattern with potential for additional hours supporting school trips
- Comprehensive induction and ongoing training in SEN awareness, first aid, and safeguarding
- A supportive team culture driven by shared purpose and continuous improvement
- Opportunities for career progression within our expanding SEN transport and care network

## **Review**

The nature of this role means that this job description will be subject to an annual review with the potential for amendment or modification at any time after consultation directly with you. It by no means acts as a comprehensive statement of procedures and is just a way of setting out all the main expectations we'll have of you, here in the role as you deliver an impassioned and truly caring experience to our young people.

## **Acknowledgement**

Employee Signature:	
Print Name:	
Date Signed:	
Manager's Signature:	
Print Name:	
Date Signed:	