



Job Description: Learning Support Mentor

Job Title:	Learning Support Mentor
Salary:	£22,800 - £24,800
Location:	West Yorkshire
Hours of Work:	Monday - Friday 8:15-16:00 – Term Time
Line Manager:	Senior Learning Support Mentor
How to apply:	www.firststepseducation.uk/apply
Contact Details:	0330 118 0974

Job Purpose

The Learning Support Mentor plays a vital role in helping students with SEMH and SEN needs thrive across all areas of school life. Working under the guidance of senior leaders and teachers, the mentor supports students to remove barriers to learning, regulate behaviour, and build the confidence, independence, and resilience needed for success. The role involves forming positive, trusting relationships with young people and their families, creating a safe and supportive environment, and contributing to personalised plans that meet each student's academic, social, and emotional needs. By working collaboratively with staff, engaging students in meaningful learning, and promoting positive behaviour, the Learning Support Mentor helps ensure every young person feels understood, included, and capable of achieving their potential.

Safeguarding

Here at First Steps Together, we are 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 conduct all the necessary checks to ensure you do not pose any risk of harm in your role here. Join us and you will 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 is a concern or issue, you will be ready to report it to your Designated Safeguarding Lead or, in their absence, any Deputy Safeguarding Lead.

Key Responsibilities

1. Supporting Students

- Build positive, trusting relationships with students to promote emotional, social, and academic development.
- Assist in creating and implementing personalised behaviour plans, EHCP targets, ILPs, and risk assessments.
- Manage and de-escalate challenging behaviours using trained approaches and proactive strategies.
- Deliver individual or group interventions to support SEMH, learning, and wellbeing needs.
- Support students to engage in learning by breaking down barriers and encouraging participation.
- Provide supervision, encouragement, and direction during unstructured times.
- Give consistent feedback to students and parents/carers regarding progress and achievements.
- Use iPads, Evidence for Learning, and Zones of Regulation to support engagement and emotional regulation.
- Support students outside the classroom where needed to maintain engagement and safety.

2. Supporting Teaching Staff

- Work closely with teachers to understand lesson plans and identify effective support strategies.
- Help create an orderly, purposeful, and supportive learning environment.
- Support smooth transitions between lessons and during unstructured times.

- Assist with developing and preparing learning resources tailored to student needs.
- Monitor student needs and communicate concerns to senior staff.
- Log incidents and relevant information accurately using agreed systems (e.g., IRIS).
- Promote positive behaviour and encourage students to take responsibility for their actions.
- Offer occasional support delivering aspects of the curriculum when required.

3. Supporting the School

- Safeguard and promote the welfare of all students in line with school policies and statutory guidance.
- Attend staff meetings, INSET days, and required training, including National College courses.
- Maintain confidentiality and follow all school policies and procedures.
- Supervise students before and after school, during breaks, and at lunchtimes when needed.
- Accompany students and staff on trips, visits, and off-site activities.
- Support effective communication and teamwork across the school.
- Undertake any additional duties as directed by the Head of School to ensure smooth school operations.

Person Specification

Qualifications & Training

Essential

- GCSEs (or equivalent) in English and Maths.
- Willingness to complete mandatory training, including National College courses and behaviour/regulation training.
- Commitment to ongoing professional development.

Desirable

- NVQ Level 2 or 3 in Supporting Teaching and Learning, Youth Work, or equivalent.
- Additional training in SEMH, SEND, or behaviour support strategies.

Experience

Essential

- Experience working with children or young people in an educational, care, or support environment.
- Experience supporting individuals with SEMH, SEND, or behavioural needs.
- Experience forming positive, trusting relationships with vulnerable young people.

Desirable

- Experience working in a specialist, therapeutic, or alternative provision setting.
- Experience delivering 1:1 or small-group interventions.
- Experience liaising with families and/or external agencies.

Knowledge & Understanding

Essential

- Understanding of Special Educational Needs, including SEMH and learning barriers.
- Awareness of safeguarding and child protection responsibilities.
- Understanding of behaviour management, emotional regulation, and de-escalation (training provided).
- Awareness of how to support differentiated learning.

Desirable

- Knowledge of Zones of Regulation or similar frameworks.
- Understanding of trauma-informed practice.
- Awareness of EHCP processes and statutory guidance.

4. Skills & Abilities

Essential

- Ability to remain calm, professional, and consistent in challenging situations.
- Strong communication skills with students, staff, and parents/carers.
- Ability to implement behaviour plans, risk assessments, and personalised support strategies.
- Ability to motivate students, promote independence, and encourage engagement.

- Good organisational skills and ability to prioritise.
- Ability to work independently and as part of a team.
- Confidence using digital tools such as iPads or online learning/evidence systems.

Desirable

- Ability to create or adapt resources to support personalised learning.
- Skills in supporting emotional literacy or therapeutic interventions.
- Experience using behaviour or progress-tracking systems.

Personal Qualities

Essential

- Patient, empathetic, and able to build positive relationships.
- Resilient, adaptable, and solution-focused.
- A commitment to inclusion and equality.
- Reliable, professional, and trustworthy.
- A genuine passion for supporting young people to succeed.

Desirable

- A reflective practitioner who actively seeks to improve their practice.
- Demonstrates creativity in engaging and motivating students.

Other Requirements

Essential

- Willingness to supervise students during unstructured times and support off-site activities.
- Commitment to safeguarding and promoting the welfare of young people.
- Ability to maintain confidentiality at all times.

Desirable

- Full, clean driving licence (if relevant to the setting).
- Flexibility to support occasional out-of-hours school events.

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.