

Saracens Bell Lane Learning Mentor Job Description

Job Title: Learning Mentor

Responsible to: Vice Principal

Location: Saracens Bell Lane

Contract Type: Full Time/Term-Time only (39 weeks)

Hours: 8.30 - 4.30pm (Mondays 8.30 - 5pm, Fridays 8.30 - 4pm)

About Saracens Bell Lane

Saracens Bell Lane is part of the Saracens Multi-Academy Trust and is located in Hendon, North London. The school aims to provide a strong foundation for a happy life, building moral purpose, developing character, fostering cultural capital, creating memories, and enabling every child to achieve their full potential.

At Saracens Bell Lane, relationships are at the heart of everything we do. We place strong emphasis on connection, communication, and emotional development. Our Relational Policy guides our approach to behaviour, recognising behaviour as communication and prioritising reflection, restoration, and positive reinforcement.

We use restorative, trauma-informed, and attachment-aware approaches to help children build empathy, regulate emotions, repair relationships, and make positive choices. These strategies are embedded in daily practice and in our wider pastoral systems.

Our core values of **Humility, Honesty, Determination and Hard Work**, alongside our shared expectations of being **Ready, Respectful and Safe**, underpin all aspects of school life. We serve a rich and diverse community and are deeply committed to nurturing respectful relationships, celebrating individuality, and encouraging every child to become a confident, independent learner.

About the Role

The Learning Mentor plays a key role in strengthening the school's relational culture. They will work closely with pupils, families, staff, and external professionals to remove barriers to learning, promote emotional wellbeing, and support positive engagement across the school.

The successful candidate will bring experience of working with children in a primary school (or similar setting), particularly supporting young people with social, emotional and mental health (SEMH) needs. They will demonstrate emotional resilience, flexibility, and the ability to remain calm under pressure, alongside excellent communication and interpersonal skills.

The Learning Mentor will model and champion the school's relational approach in all interactions.

Key responsibilities include:

- Attending and actively participating in ongoing professional development, continuous provision planning, and training sessions to effectively implement best practices and support pupil progress

Targeted Pupil Support

- Provide targeted 1:1 mentoring for pupils experiencing SEMH needs, adversity, or emotional dysregulation
- Coordinate and provide daily or weekly check-ins for identified pupils
- Complete and attend weekly reintegration meetings, setting strategic and achievable targets
- Support pupils during Reflection Review and restorative processes
- Facilitate completion of Reflection and Restorative Sheets with pupils where required

Intervention and Nurture

- Plan, deliver and evaluate nurture groups and small-group interventions
- Design structured interventions to develop emotional regulation, resilience, and social skills
- Apply trauma-informed, attachment-aware, and restorative approaches to all aspects of practice
- Support pupils affected by adverse childhood experiences, attachment needs, or anxiety-related behaviours

Relational Practice and School Culture

- Model and uphold the school's Relational Policy consistently
- Promote and reinforce the expectations of Ready, Respectful and Safe
- Use restorative communication strategies to help pupils reflect and repair
- Build strong, trusting relationships that promote belonging and wellbeing
- Support positive play and inclusion during breaktimes and lunchtimes
- Supervise and engage with pupils across dining and play areas, ensuring safety and positive engagement
- Manage and de-escalate incidents calmly and professionally, seeking senior leadership support where necessary

- Encourage pupils to take pride in their environment

Collaboration and Communication

- Work closely with class teachers, SENDCo, and senior leaders to monitor progress and remove barriers
- Liaise with external professionals (e.g. CAMHS, Educational Psychologists, Social Care, Local Authority Advisory Teams and therapists)
- Coordinate involvement of external professionals to ensure cohesive multi-agency support
- Communicate sensitively, regularly and effectively with parents and carers
- Regularly gather pupil voice and share insights with SLT to inform action planning

Safeguarding and Record Keeping

- Maintain accurate and confidential records
- Contribute to safeguarding processes
- Demonstrate a strong commitment to safeguarding and promoting the welfare of children

Note: These responsibilities outline the main areas of the role and are not exhaustive.

The job description may be reviewed and amended in response to the evolving needs of the school. Other reasonable duties may be assigned within the competence of the postholder.

Person Specification

Criteria Area	Essential	Desirable
Experience	Experience working with primary-aged children	
SEMH Support	Experience supporting pupils with SEMH needs	Experience delivering structured nurture programmes
Relational Practice	Understanding of restorative, trauma-informed and attachment-aware practice	Formal training in restorative practice or trauma-informed approaches

Behaviour & Regulation	<p>Experience supporting emotional regulation and de-escalation</p> <p>Experience using Zones of Regulation</p>	Experience leading Reflection Review or restorative meetings
Communication	Strong interpersonal and communication skills	Experience leading parent workshops or family engagement sessions
Safeguarding	Knowledge of safeguarding responsibilities	DSL or safeguarding training
Collaboration	Experience working with external agencies	Experience coordinating multi-agency support
Organisation	Ability to maintain accurate records	Experience using digital behaviour/communication platforms (e.g. ClassDojo)
Personal Qualities	Calm, resilient, reflective and empathetic, good sense of humour	Experience mentoring or coaching other staff