

Job Description: Alternative Provision (AP) Learning Mentor (HLTA)



Title of Post	Alternative Provision (AP) Learning Mentor (HLTA)
Grade and SCP	Grade 7, SCP 12 to 17 – £28,598–£31,022 (pro rata)
Hours/Working Weeks	30 hours per week, term time only +1 Day
Post Status	Fixed Term (Until 31.08.27)
Accountable To	AP Specialist Lead Teacher and Director of Inclusion

Main Purpose

To support the daily provision and management of high-quality teaching and learning and Social, Emotional, Mental Health (SEMH) support for students within the Alternative Provision (AP). The learning mentor will work under the direction of the AP Specialist Lead Teacher to ensure the safety, mental wellbeing, progress and engagement of students within the AP and will play a key role in mentoring behaviour support and reintegration planning.

Duties & Responsibilities

- Provide 1:1 and small group mentoring for students with SEMH needs and/or behavioural communication challenges.
- Support students in developing emotional literacy, resilience and social interaction skills
- Deliver SEMH support in line with school and Trust relationship and behaviour procedures.
- Work with the Trust Inclusion team to follow the referral process for prospective students
- Deliver structured interventions to help students overcome potential barriers to learning.
- Work together with AP teachers to manage the environment within the AP
- Act as a keyworker for identified students, maintaining regular contact with all professionals involved as well as families.
- Supervise students during unstructured times and respond to incidents in line with school policies and procedures.
- Develop effective working relationships with the schools and parent/carers
- Ensure that all interactions are underpinned by our relational approach ensuring that students feel valued and when challenged on inappropriate behaviours, that this is done in a restorative way with appropriate consequences.
- Work to support teachers in the feeder schools with strategies around managing the behaviour and engagement of students once ready to reintegrate back into mainstream.
- Support the delivery of vocational and academic learning activities under the guidance of teaching staff.
- To ensure the school safeguarding policy and procedures for reporting are carried out appropriately
- To provide transport to the students between AP settings and home-schools via school minibuses (clean licence essential).

Meetings

- To meet with school leaders and teachers to plan and feedback on alternative provision provision and progress of learners.

Professional development

- Help keep knowledge and understanding relevant and up-to-date by reflecting on your own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness;
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school

Other Responsibilities

- Responsibility for safeguarding and promoting the welfare of children.
- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and comply with all schools policies and procedures
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos and aims of the Schools and Trust
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings, training and learning activities as required

The postholder may be required to carry out any other duties that are commensurate with the post. Whilst every effort is made to explain the main duties and responsibilities of the post each individual task undertaken may not be identified.

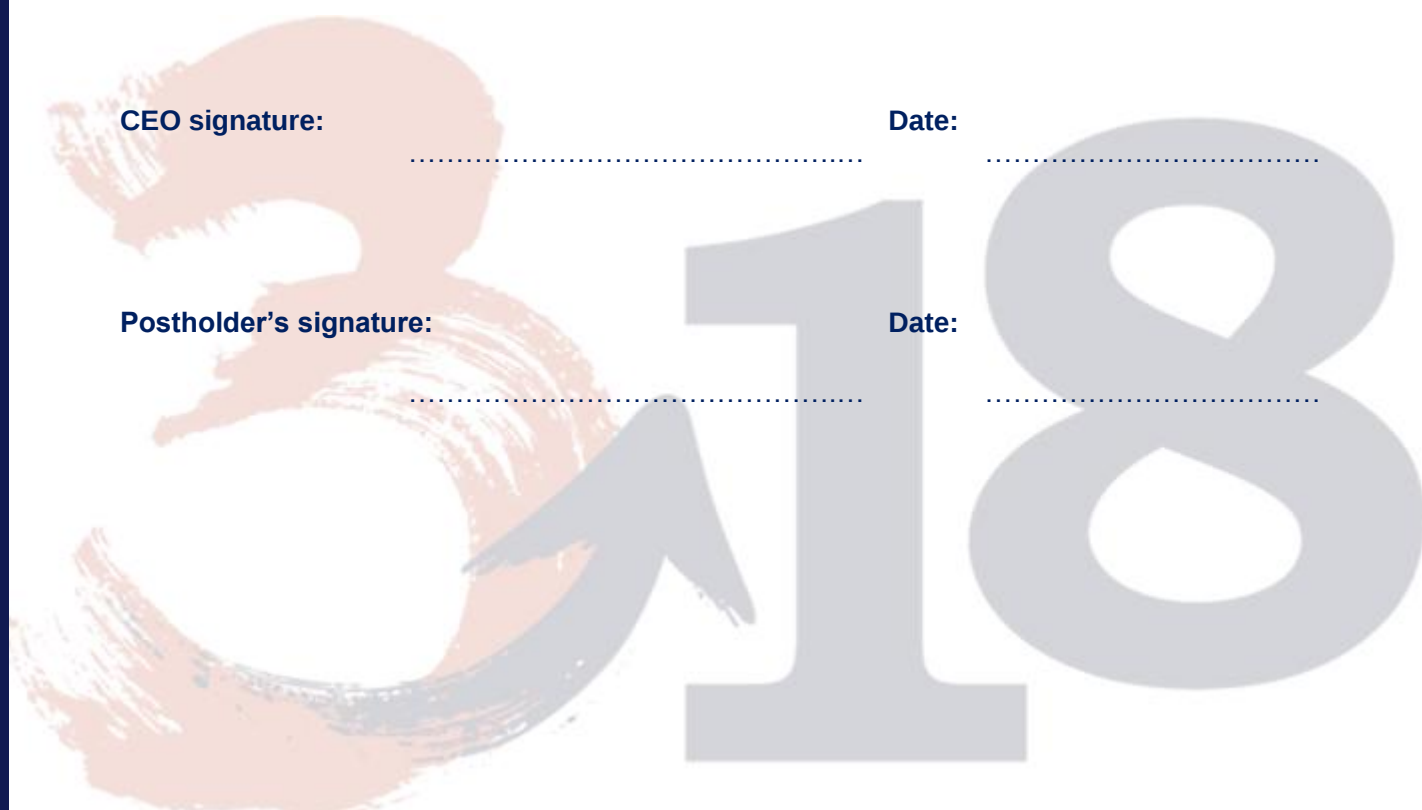
This job description is subject to review, in negotiation with the post holder at any time. However, an annual review of this job description and allocation of responsibilities will take place as part of agreed performance management arrangements.

CEO signature:

Date:

Postholder's signature:

Date:



Person Specification – Alternative Provision (AP) Learning Mentor (HLTA)

	Essential	Desirable
Qualifications	• Good standard level of education • 5 GCSEs or equivalent, including English and Maths • Relevant qualifications or training in mentoring, youth work, SEMH, or behaviour support. • Clean driving licence (essential for transporting students via school minibuses).	• HLTA (Higher Level Teaching Assistant) qualification
Work or Relevant Experience:	• Relevant personal and professional development • Working in an environment where experiences included taking initiative and self-motivation • Working as a member of a team • Experience working with children or young people with SEMH needs and/or behavioural challenges. • Experience delivering structured interventions or mentoring programmes.	• Experience working in an educational or alternative provision setting. • Experience liaising with families and external professionals. • Experience in building strong collaborative relationships. • Experience of working within a school environment.
Skills/Knowledge	• Willingness to participate in training and development opportunities • Excellent ICT skills • Excellent organisational skills • Ability to manage time effectively • Understanding of data protection	• Understanding of SEMH and behavioural communication needs. • Knowledge of safeguarding procedures and child protection policies. • Awareness of restorative and relational approaches to behaviour management. • Understanding of barriers to learning and strategies to overcome them.

Personal Attributes	• Excellent communication skills • Ability to relate well to children and adults • Ability to work well as part of a team • Flexibility and reliability • Ability to bring to the role, initiative, enthusiasm and commitment • Ability to maintain confidential information • Ability to communicate effectively both verbally and in writing to a diverse range of people	• Empathy, patience, and resilience. • High expectations of student behaviour and achievement. • Commitment to professional development and reflective practice.
Special Conditions	• Sufficiently fluent in spoken English to ensure effective performance in the role • Able to work at times to meet the needs of the service • Willingness to undertake an enhanced Disclosure and Barring Service (DBS) check • Understanding the importance of safeguarding and promoting the welfare of children.	• Experience supporting reintegration of students into mainstream education. • Familiarity with vocational and academic learning activities. • Experience working within a multi-agency framework. • Knowledge of Trust-wide behaviour and inclusion policies.