



WESTCOUNTRY SCHOOLS TRUST JOB DESCRIPTION

Job Title:	SEND Inclusion Learning Mentor
Location:	Across the Trust (based at Plymstock School currently)
Grade/salary:	NJC Plymouth Grade C SCP 5 - 7
Hours:	37 hours per week, 39 weeks per annum
Reports to:	SENDCo
Key relationships:	External agencies, Behaviour and Pastoral Teams, Teaching Staff

Job Purpose

The purpose of this role is to provide targeted, evidence-based support for pupils with Special Educational Needs and Disabilities (SEND), focusing on emotional wellbeing, behaviour, and re-engagement with learning. The role aims to reduce barriers to education through structured interventions, restorative practices, and collaborative work with staff and external agencies. By promoting inclusive strategies and maintaining accurate records, the role contributes to a positive, supportive learning environment where all pupils can thrive.

Duties and Responsibilities

1. At all times demonstrate and uphold WeST's core values, ensuring that behaviour, actions and decisions align with the principles that guide our work.

SEND Interventions & Support

2. Deliver structured, evidence-based interventions to small groups of students, tailored to individual SEND needs.
3. Support pupils in developing emotional regulation, social skills, and positive behaviour strategies.
4. Implement SEMH interventions such as Zones of Regulation, social stories, emotion coaching, CBT-based strategies, and sensory breaks.
5. Work closely with the SENDCo, SEND, behaviour and pastoral staff to monitor progress and adapt support plans.

Lesson Re-engagement

6. Assist pupils in re-integrating into classroom learning following periods of disengagement or exclusion.
7. Provide intervention/in-class support to reduce barriers to learning and promote participation.
8. Use de-escalation techniques and positive reinforcement to maintain engagement.

Restorative Practice

9. Facilitate restorative conversations between pupils and staff to rebuild relationships and resolve conflicts with the support of the SEND Team Leader and SENDCo
10. Promote a culture of accountability, empathy, and mutual respect.
11. Support whole-school restorative approaches in collaboration with pastoral teams.

Team Collaboration

12. Work collaboratively with teachers, SENCO, pastoral staff, and external agencies.
13. Attend relevant training and contribute to staff development around SEND and behaviour support.
14. Maintain accurate records of interventions, incidents, and pupil progress.
15. Liaise with Safeguarding Team to ensure that safeguarding concerns are effectively resolved.
16. To act in accordance with, and actively promote, all Trust policies, including Safeguarding, Health and Safety and Equality & Diversity.
17. To participate in Continuing Professional Development (CPD relevant to the role and to engage in Performance Development Reviews (PDRs).
18. Preparing and contributing to Trust wide development by sharing best practice and delivering/receiving professional feedback.
19. To retain confidentiality and maintain data and/or files in accordance with Trust policies for data governance, as appropriate for the role.

This job description provides a general reflection of the main duties and responsibilities of the post at the date of production. You may be expected to take on other reasonable activities deemed to be within the character of the post to assist in efficient service delivery. The duties may change over time as requirements and circumstances evolve without changing the general character of the post or level of responsibility.

SEND Behaviour Learning Mentor

PERSON SPECIFICATION

E = Essential, D = Desirable

Method of Assessment The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.	Essential or Desirable	Application Form	Interview (or other selection activity)
VALUES-BASED BEHAVIOURS - It is important to us that your values align with ours:			
Compassion:			
Recognising need in others and acting with positive intention to promote well-being and improve outcomes	E	X	X
Aspiration:			
Works to high expectations, modelling the delivery of high-quality outcomes	E	X	X
Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence	E	X	X
Integrity:			
Acting always in the interests of children and young people,	E	X	X
Acting with a consistent and uncompromising adherence to strong moral and ethical principles	E	X	X
Communicating with transparency and respect, creating a working environment based on trust and honesty	E	X	X
Collaboration:			
Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others	E	X	X
QUALIFICATIONS:			
A good level of education to include GCSE (or equivalent) Grade C/Level 5 or above in Mathematics and English	E	X	
Relevant qualifications in SEND, behaviour support, or education.	D	X	
EXPERIENCE:			
Experience of working in a busy, fast paced environment	D	X	X
Significant experience of working with children i.e. voluntary/paid work in schools, playgroups etc.	E	X	X
Experience of supporting a range of student behaviours.	E	X	X
Experience of working in a secondary school.	D	X	X
Knowledge of relevant policies/codes of practice and awareness of relevant legislation.	D	X	X

Experience working with children with SEND, particularly SEMH needs.	D	X	X
Training in de-escalation, trauma-informed practice, or therapeutic approaches.	D	X	X
KNOWLEDGE, SKILLS AND ABILITIES:			
Good knowledge of the SEND code of practice	D	X	X
Ability to work constructively as part of a team, to understand classroom roles and responsibilities and to understand own position within these.	E	X	X
Excellent communication skills, both verbal and written, including effective communication skills with students.	E	X	X
Ability to use ICT and support students with their learning.	E	X	X
Ability to manage own workload.	E	X	X
Ability to deal with issues of high confidentiality.	E	X	X
FURTHER REQUIREMENTS:			
Ability to develop and maintain good relationships with staff, parents, outside agencies and be able to foster good relationships and gain the confidence of young people.	E	X	X
Commitment to participate in development and training opportunities.	E	X	X
Flexible and adaptable approach to work demands.	E	X	X