



## **Job description**

**Post Title:** Learning Support Mentor

**Reports to:** Headteacher

**Location:** Newton Wood Barn School

### **Main purpose of the role:**

This is more than a job – it is a role for someone who is committed to making a meaningful difference in the lives of young people with additional needs.

The Learning Support Mentor (LSM) will work as part of a skilled and reflective team to support pupils aged 8–14 with social, emotional and additional learning needs. You will provide consistent, relational, and structured support to enable pupils to engage in learning, regulate their emotions, and make progress towards their individual EHCP outcomes and personal development goals.

The role requires patience, emotional intelligence, resilience, and the ability to build strong, bounded relationships. Every day will be different. Flexibility and a calm, proactive approach are essential.

### **Introduction to Empshott LLP**

Newton Wood Barn is part of a wider offer- a provision under the Empshott LLP umbrella.

Empshott LLP is a joint venture with Alice Anstee and the Rotherfield Park Estate.

As a company Empshott LLP's remit is to provide a safe harbour, intervention and education to children not in mainstream and in need of specialist provision.

### **All entities under Empshott LLP offer three common principles;**

- **A relational approach-** based in connection, we place relationships at the heart of learning, recognising that strong, trusting connections between children, staff teams, families and the wider community are essential for wellbeing, belonging and academic success. Leadership, teaching and behaviour are grounded in empathy, mutual respect and collaboration.
- **Green Spaces** – based on learning with and from nature, actively using outdoor environments to enhance the curriculum, foster curiosity and resilience, and embed sustainable practices such as responsible recycling and the mindful use of natural resources and our carbon footprint, supporting pupils to understand their role as stewards of the natural world.
- **Food for Growth** – is a community, inclusive approach to food education that supports wellbeing and learning, respects diversity, culture and access, and is rooted in goodness and environmental respect. The initiative is based on an informed understanding of food and nourishment, recognising the connections between wellbeing, learning and sustainability.



*Our ethos is 'connection, community, creativity' and we strive to support all our team and young people to embody these. We provide a stable and caring environment to ensure that every person has the opportunity to develop their abilities, share new experiences and be supported in realising their future dreams.*

## **Our Values**

Our values shape how we work with pupils and each other, demonstrating:

**Empowerment and Confidence** – recognising their strengths, celebrating achievements, and taking ownership of their learning and future.

**Respect and Appreciation of Diversity** – celebrating differences, respecting themselves, others, and the environment, and developing awareness of sustainability.

**Honesty and Humility** – developing integrity, open communication, curiosity, and a willingness to grow.

**Readiness for the World of Work** – building independence, resilience, problem-solving, and employability skills, preparing for meaningful engagement in work, learning, and society.

We empower pupils, celebrate diversity, foster integrity and curiosity, and equip them with the skills and confidence to thrive in learning, work, and life.

## **Key Responsibilities**

### **Pupil Support**

- Provide 1:1 and small group support (typically groups of 2–6 pupils).
- Support pupils to engage with learning across academic, vocational, and outdoor activities.
- Implement individual support strategies and relational support plans in line with EHCP outcomes.
- Support pupils to regulate emotions using relational and trauma-informed approaches in line with our Relational Policy.
- Act as a positive role model, demonstrating calm, consistent boundaries.
- Encourage independence and self-reflection.
- Support pupils during unstructured times, transitions and off-site activities.
- Assist with literacy, numeracy and life skills learning.

### **Curriculum & Learning**

- Support teachers in delivering differentiated learning activities.
- Adapt tasks to meet individual needs.
- Contribute to planning by sharing observations and insight into pupils' engagement and progress.
- Help prepare learning materials and resources.
- Support practical, hands-on and outdoor learning activities (including working around animals where appropriate).



### **Relational Approach & Safeguarding**

- Promote pupils' well-being, confidence and self-esteem.
- Maintain high standards of safeguarding and child protection.
- Record relevant information accurately (progress notes, safeguarding concerns, behaviour logs).
- Contribute to risk assessments and follow school procedures.
- Support pupils in developing safe, respectful relationships.

### **Partnership Working**

- Work collaboratively with teachers, therapists and the wider multidisciplinary team.
- Support communication with parents and carers where appropriate.
- Contribute to review meetings and professional discussions when required.

### **Aims and Objectives**

- To deliver a bespoke education program which supports each child to have opportunities to progress, learn and reflect
- To provide each child with the opportunity to learn new independence skills which will be helpful in their personal life
- To create a safe space for children to learn and to explore their thoughts and feelings without judgment
- To support children and young people to develop their social, emotional, and interpersonal skills
- To support children and young people to begin to develop positive relationships with others and with themselves
- To support children and young people to manage their emotions in a healthy and positive way
- To ensure children and young people feel accepted and un-judged
- To support children and young people to realise their ambitions and their potential
- To provide consistent, reliable, and skilled staff members to support the young people in their journey through relationships which are positive for families and the young people and remain boundaried and therapeutic within practice.

### **Roles & Responsibilities**

- Work with groups of 2-6, children aged 5-18 years of age
- Work alongside a centre manager, tutors, therapists, and other mentors
- Support children, with focus on the child voice



- Involve children in setting their own goals and ensuring lessons are differentiated to support each individual learner
- Work collaboratively with the multidisciplinary team to ensure children receive holistic support
- Transport children to activity centres and supervise activities
- Home visits if children are struggling to attend
- Prepare lunches
- Support the delivery of activities during structured sessions
- Demonstrate consistently positive attitudes, values and act as a positive role model for children
- Support children in making progress in their vocational activities
- Plan the delivery of structured activities
- Support and supervise family contact time
- Complete write ups (trackers, admin, safeguarding etc)
- Communication with all stakeholders- schools, parents, SEN officers and Local Authorities

**Safeguarding**

Newton Wood Barn School is committed to safeguarding and promoting the welfare of children. All staff are expected to:

- Uphold statutory safeguarding responsibilities
- Follow school safeguarding procedures
- Demonstrate vigilance and professional curiosity
- Promote a culture of safety, accountability and partnership

**This post is subject to an Enhanced DBS check.**

**PERSON SPECIFICATION**

<i>Education/Qualifications</i>	<i>Essential</i>	<i>Desirable</i>
GCSEs (or equivalent) in English and Maths	<input type="checkbox"/>	
Relevant Level 2/3 Teaching Assistant qualification or equivalent experience		<input type="checkbox"/>
Evidence of ongoing professional development		<input type="checkbox"/>



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Training in SEND, SEMH, or trauma-informed practice		<input type="checkbox"/>
<b><i>Knowledge &amp; Experience</i></b>		
Experience working with children or young people	<input type="checkbox"/>	
Understanding of SEND and SEMH needs	<input type="checkbox"/>	
Knowledge of behaviour regulation strategies	<input type="checkbox"/>	
Understanding of EHCPs and inclusive practice		<input type="checkbox"/>
Experience in a specialist or alternative provision setting		<input type="checkbox"/>
<b><i>Skills &amp; Abilities</i></b>		
A highly motivated, energetic and enthusiastic person who is approachable and promotes positive relationships and has high expectations	<input type="checkbox"/>	
Able to reflect on practice and aim to improve when necessary	<input type="checkbox"/>	
Provide a therapeutic environment for the young people but hold firm boundaries	<input type="checkbox"/>	
Calm, patient and emotionally resilient	<input type="checkbox"/>	
Able to work flexibly and adapt to changing needs	<input type="checkbox"/>	
Comfortable working in a hands-on environment, including around animals		<input type="checkbox"/>
Able to relate well to children and share their interests and enthusiasms	<input type="checkbox"/>	
Good administrative and organisational skills	<input type="checkbox"/>	
Strong communication skills (written and verbal)	<input type="checkbox"/>	
Able to manage children's behaviour effectively and committed to relational and restorative practice	<input type="checkbox"/>	
Working knowledge of ICT and administrative purposes	<input type="checkbox"/>	
Ability to cope with the pressures of a demanding position	<input type="checkbox"/>	
Commitment to providing an effective learning environment appropriate to the need and abilities of all children	<input type="checkbox"/>	



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Commitment to the development and maintenance of positive partnerships between the homes, carers and the community, therapists and social services	<input type="checkbox"/>	
Recent participation in professional development activities and willingness to undertake other training		<input type="checkbox"/>

The successful candidate will:

- Be committed to inclusive education and pupil well-being
- Share the school's ethos of connection, community and creativity
- Demonstrate high standards of professional conduct
- Be committed to safeguarding and promoting the welfare of children

This post is subject to an Enhanced Disclosure check (DBS) under the Rehabilitation of Offenders Acts 1974. Further details regarding this check are available from [www.disclosures.co.uk](http://www.disclosures.co.uk)

**It should be noted that the above list of principal duties is not necessarily a complete statement of the final duties of the post. It is intended to give an overall view of the position and should be taken as guidance only.**