



Job Title:	Learning Support Mentor	Department:	Across all areas
Location:	Bolton/Salford/Walkden	Holidays:	22 days (School Holidays Only)
Salary:	£24,000 (Pro rata)	Full Time/Fixed Term/ Part Time:	Fixed Term – January 5th 2026 to 21st July 2026
Reporting to:	Senior Leadership Team	Business Insurance:	Yes
Working Pattern:	Monday to Friday 9:00am-5:00pm	Hours:	37.5 per week
Job Description:			
To support the engagement, participation, and progress of young people in JEP Youth Engagement settings. The role focuses on promoting positive learning behaviours, overcoming barriers to engagement, and contributing to a safe, nurturing, and inclusive learning environment.			
Responsibilities:			
<p>1. Learning Engagement & Classroom Support</p> <ul style="list-style-type: none"> Support learners to access the curriculum, adapting approaches to meet diverse and individual needs. Promote positive engagement, encouraging participation, concentration, and motivation in lessons. Work with teachers to implement differentiated strategies and personalised learning interventions. Support learners in developing resilience, independence, and positive learning habits. Work alongside teaching staff to deliver adapted learning activities. Support literacy, numeracy, and communication development in line with pupils' EHCP targets and JEP curricula. Help maintain a purposeful learning environment that promotes safety, positive behaviour, and engagement. Provide feedback to staff on pupils' progress, barriers, and successes. 			
<p>2. Behaviour Support</p> <ul style="list-style-type: none"> Use de-escalation techniques and JEP YOUTH ENGAGEMENT pillars of behaviour practice to promote/ manage and improve behaviour: Clam and consistent adult behaviour Positive framing First attention best conduct Restorative conversations. Contribute to behaviour plans to ensure consistency across provisions. Model calm, respectful, and relationship-based approaches—especially during challenging moments. Promote positive behaviour and model positive attitudes and communication. Support pupils during times of dysregulation, using agreed strategies. 			
<p>3. Pastoral Support</p> <ul style="list-style-type: none"> Build trusting and supportive relationships with young people. 			

- Provide mentoring, emotional support, and guidance to promote wellbeing and self-esteem.
- Work with pastoral staff to monitor YP welfare and our main drivers of attendance, engagement, behaviour and academic outcomes.
- Recognise and report any safeguarding concerns in line with policy.

4. Working Across Provisions

- Work flexibly across all Alternative Provision settings:
- **Secondary and Post-16**
- **Primary**
- **My Future Enrichment Programmes**
- Adapt approaches to suit different ages, individual need and individual learning profiles targets.

5. Teamwork & Communication

- Collaborate with leaders, teachers and support staff.
- Contribute to planning, meetings, and professional discussions.
- Maintain clear and accurate records of support, incidents, and YP progress.
- Liaise with the DSL and record observations and safeguarding concerns accurately and promptly using CPOMS.
- Liaise with pastoral leads to support and record serious behaviour incidents accurately promptly.
- Contribute to multi-agency meetings, reviews, and planning where appropriate.

6. Safeguarding and Wellbeing

- Prioritise pupil safety and wellbeing at all times.
- Adhere to safeguarding, child protection procedures, and all JEP policies.
- Promote an inclusive environment that values diversity and supports pupils' dignity.

7. Additional Duties

- Support enrichment activities, off-site learning, and community engagement programmes.
- Participate in ongoing training related to safeguarding, SEND, behaviour support, learning & teaching pedagogy and TEAM TEACH
- Carry out any reasonable duties relevant to the role and needs of the provision.

My Futures – Progress Pathways & Young Person Support

- **Create and review small-step progress goals**
Break long-term objectives into clear, achievable steps. Staff track these weekly, celebrate micro-wins, and adjust the plan when a young person's needs, mood or circumstances shift.
- **Co-produce personalised pathways**
Work directly with each young person and their family to shape a pathway that reflects their interests, strengths, sensory needs and EHCP outcomes. Ensure the plan feels realistic, meaningful and motivating for them.
- **Deliver structured, consistent support**
Provide calm, predictable routines during sessions, using our My Futures model to build regulation, communication, independence and social confidence. Staff use evidence-based strategies and adapt on the spot when needed.

- Monitor engagement and emotional presentation**

Notice small behavioural cues, track patterns, and respond early. Staff maintain a reflective approach—what worked, what didn't, and what adaptations might help next time.

- Record progress with clarity and accuracy**

Keep high-quality notes, attendance, and progress updates.

- Use the young person's voice to guide decisions**

Check in regularly, offer choices, gather feedback in accessible ways, and ensure the pathway truly reflects their preferences and pace—not just the adults' expectations.

- Work collaboratively with families and professionals**

Maintain open communication, provide updates, and involve parents/carers in shaping what each young person needs. Link sessions back to their EHCP and wider support network.

Qualifications:	Essential:
<ul style="list-style-type: none"> Relevant qualifications such as Level 2/3 Teaching Assistant, Youth Work, Counselling. TEAM TEACH or equivalent behaviour-support training. Experience in Alternative Provision, PRUs, SEMH settings, or similar environments. Experience delivering mentoring, small-group work, or targeted interventions. Experience supporting pupils with SEND or SEMH needs. Knowledge of relational behaviour approaches. Understanding of safeguarding procedures and multi-agency working. Ability to contribute to behaviour plans Willingness to undertake further professional development related to behaviour support, SEND, or alternative education. 	<p>Qualifications</p> <p>Experience</p> <p>Knowledge & Skills</p> <p>Personal Attributes</p> <p>Other Requirements</p> <ul style="list-style-type: none"> Good standard of general education (e.g., GCSE English/Maths or equivalent). Experience working with children or young people in education, youth work, care, or community settings. Experience supporting learning and behaviour in a classroom or group environment. Understanding of strategies to support positive behaviour, engagement, and emotional regulation. Ability to build supportive relationships with disengaged or vulnerable learners. Strong communication and teamwork skills. Ability to support literacy and numeracy learning. Ability to remain calm and effective under pressure. Resilient, patient, and empathetic. Positive, nurturing, and solution-focused approach. Flexible and adaptable across Primary, Secondary/Post-16, and enrichment programmes. Commitment to inclusive practice and equality. Strong commitment to safeguarding and promoting the welfare of children and young people. Ability to maintain confidentiality and professional boundaries. Full UK drivers' licence with business insurance