

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:

1. Learning Engagement & Classroom Support

- 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.

2. Behaviour Support

- Use de-escalation techniques and JEP YOUTH ENGAGEMENT pillars of behaviour practice to promote/ manage and improve behaviour:
- Calm 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.

3. Pastoral Support

- 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. 	<table border="0"> <tr> <td data-bbox="708 887 868 925">Qualifications</td><td data-bbox="895 875 1382 936"> <ul style="list-style-type: none"> • Good standard of general education (e.g., GCSE English/Maths or equivalent). </td></tr> <tr> <td data-bbox="708 1003 831 1041">Experience</td><td data-bbox="895 936 1382 1193"> <ul style="list-style-type: none"> • 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. </td></tr> <tr> <td data-bbox="708 1249 858 1310">Knowledge & Skills</td><td data-bbox="895 1193 1382 1552"> <ul style="list-style-type: none"> • 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. </td></tr> <tr> <td data-bbox="708 1552 884 1612">Personal Attributes</td><td data-bbox="895 1552 1382 1809"> <ul style="list-style-type: none"> • 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. </td></tr> <tr> <td data-bbox="708 1798 874 1859">Other Requirements</td><td data-bbox="895 1809 1382 1928"> <ul style="list-style-type: none"> • Ability to maintain confidentiality and professional boundaries. <p>Full UK drivers' licence with business insurance</p> </td></tr> </table>	Qualifications	<ul style="list-style-type: none"> • Good standard of general education (e.g., GCSE English/Maths or equivalent). 	Experience	<ul style="list-style-type: none"> • 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. 	Knowledge & Skills	<ul style="list-style-type: none"> • 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. 	Personal Attributes	<ul style="list-style-type: none"> • 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. 	Other Requirements	<ul style="list-style-type: none"> • Ability to maintain confidentiality and professional boundaries. <p>Full UK drivers' licence with business insurance</p>
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