



Red Balloon Learner Centre Reading
220-222 Kings Road, Reading RG1 4JJ

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www.redballoonlearner.org.uk

July 2025

Dear Applicant

Re: Part-time Wellbeing Mentor at Red Balloon Reading, 220-222 Kings Road, Reading, RG1 4JJ

Thank you for expressing an interest in the role of Wellbeing at Red Balloon Reading. Red Balloon Learner Centres seek to transform the lives of severely bullied and traumatised children. Please find below a description of the role and responsibilities.

If you feel you possess the skills and passion to be a Wellbeing Mentor at Red Balloon Reading, please complete the online application form:
<https://form.jotform.com/221572564727360>.

Please note CVs will not be accepted.


We would like to advise you that it is policy for staff to use public transport, bicycles or to walk to work when this doesn't compromise the Equal Opportunities Employment Policy.

For further information about Red Balloon, please visit <http://www.redballoonlearner.org.uk>. The position will be advertised until 31 August 2025, but may close earlier if suitable candidates are found.

Interviews will take place the week after a suitable application has been received, and it is hoped the successful candidate will join us as soon as possible. If you have any queries, please call 0118 958 3004 and ask to speak to Michelle Masters. We look forward to receiving your application.

Yours sincerely

Michelle Masters
Head of Centre

Red Balloon Reading – Job Description		
Job Title	Wellbeing Mentor	
Salary	£25,398 fte (pro rata for part-time)	
Hours	0.6 of a full time equivalent. Standard working hours are 8:30am – finish 4:30pm. But this post will require you to be flexible and meet with students/families or attend meetings outside of those hours.	
Responsible to	Mentoring Manager and Head of Centre	
Effective Date	September 2025	
Job Purpose	The purpose of the role is to establish and maintain a positive relationship with a core group of students, their families, and the professionals supporting them. The students are identified as needing one-to-one support after a long period of self-exclusion from education. The work will cover student induction, non-formal education, mentoring, community engagement work and transition support for the next stage of a student's education. Work will be face-to-face (which will involve travel).	
Context	Red Balloon - Reading is a Learner Centre for the recovery of bullied children. We provide a safe environment for children who have experienced severe bullying, anxiety, or other trauma. We aim to help rebuild their self-esteem and to re-engage with learning.	
Dimensions	Red Balloon – Reading offers places to a maximum of 24 students each. The teaching and support staff numbers up to 20 full and part-time staff.	
Relationships	The Wellbeing Mentor works closely with the Head of Centre, Office Manager and with all staff, students, parents / carers, trustees, volunteers, and visitors to the Centre, and is a participating member of the community.	
Other Job Information	Red Balloon and the Trustees will be accountable for all working arrangements and welfare provision.	
Responsibilities		
As the Wellbeing Mentor you will:		
Planning and Preparation		
<ul style="list-style-type: none">• Design and deliver a range of community outreach and engagement activities, some of which will be in partnership with the local authority;• Plan mentoring sessions, specific to each student and their needs;• Offer face-to-face, online or phone support to students and families;• Liaise with parents about times especially when timetable changes etc.• Ensure all risk assessments, security and safety measures are conducted prior to sessions with students• Plan games/activities/craftwork learning for each mentoring session. Purchase items needed.• Plan and prepare lesson content for subjects required to teach.• Be aware of and keep up to date, with curriculum updates and exam board requirements• Fill in Record of Intervention for each lesson;• Review mentoring progress on a monthly basis, identifying gaps and amending actions where required;		
Teaching and Learning		
<ul style="list-style-type: none">• Provide mentoring to students in an environment where they feel comfortable and safe;• Make connections with students and manage the transition of students through the 3 Tier process;• Write up visits or feedback of mentoring meetings, making recommendation and suggestions where required;		

- Add learning material specific to students needs to mentoring folders;
- Complete Markbook and Mentoring spreadsheet on a daily basis;
- Negotiate personal plans with students which will include informal learning;
- Work with students and staff to monitor and measure progress;
- Organise and facilitate outings and trips;

Pastoral

- Resolve conflicts by restorative practice;
- Support colleagues with mentoring;
- Promote healthy living including activities in health, fitness and wellbeing, relationships, bullying and healthy eating.
- Act as a positive role model to support communication with a sensitive, nurturing, and consistent approach, providing advice and assistance to ensure the student feels fully supported.
- Contact parents on a daily/weekly basis for check-ins;
- Organise and complete home visits for shared updates.
- Establish supportive relationships with each student;
- Take individual responsibility for safeguarding and promoting the welfare of students.
- Monitor and support student attendance;
- Act as a 'listener' and mentor where appropriate;
- Plan opportunities to develop the social, moral, emotional, and cultural aspects of students' learning
- Help to create and manage a positive, caring, supportive, purposeful, and stimulating environment which is conducive to children's learning;
- Have regard for the need to safeguard students' well-being, in accordance with statutory provisions

Communication and Teamwork

- Liaise between Mentoring Manager and Head about offer to student.
- Liaise with subject staff in order to add subjects to timetable.
- Fill in Rolling record if in a teaching capacity;
- Attend Team meetings and staff meetings, providing relevant information and suggestions that they may need to support students;
- Pass any areas of concern to DSL in a timely and accurate manner;
- Complete ROI's.
- Record and provide reports, feedback, and letters of support as required.
- Help with day-to-day duties within the Centre;
- Complete end-of-year reports;
- Keep appropriate, accurate and timely records of student engagement and progress, with due regard to confidentiality
- Provide support and insight to other staff regarding students' individual difficulties;

Stakeholders and Relationships

As a member of the Red Balloon team:

- Work with other agencies (GPs, CAMHS, SENCOs etc.) in support of students' needs;
- Attend Annual reviews for students on role at other settings
- Liaise / meet with other professionals e.g., CIN meetings or psychologist (TH)
- To co-operate with the other staff in the running of the Centre;
- Provide support in the form of mentoring for student taster days;
- Consult with the Head of Centre or other named person regularly, discussing any safeguarding concerns that arise and acting on any agreed decisions;
- Communicate and consult with parents/guardians/carers over all aspects of the student's education, academic, social, and emotional wellbeing;
- Give feedback to parents/carers, write achievement records for students as required, and attend parents'/carers' consultations.
- Be flexible to the demands of the environment including unpredictable events, deadlines, and frequent interruptions
- Attend parent/carers and any external meetings;
- Actively co-operate and support colleagues, helping with day-to-day duties;

Centre's Ethos and Values

- Provide an enthusiastic and positive welcome to students, colleagues, and visitors to the Centre, ensuring the sign in and security procedures are adhered to;

- Bid a fond farewell to students ensuring that the person collecting the student is known to the Centre and that the student has their belongings, they are marked off the board;
- Cultivate a mentoring relationship with the young people;
- Be a participating member of the community; using positive behavior approach;
- Abide by and support the philosophy of Red Balloon, promoting it at every opportunity
- Treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to your professional position;

Generic

- Abide by the RBR Code of Conduct and the Centre's procedures and policies;
- Complete break and lunch duty in the Centre week and in accordance with the rota;
- Help to maintain a safe orderly environment and discipline among the students, safeguarding their health and safety;
- Maintain confidentiality and data protection regulations, ensuring all RBR policies, and procedures are adhered to;
- Adhere to RBR's health, safety, and wellbeing procedures, including completing training where required;
- Demonstrate an understanding of Keeping Children Safe in Education, ensuring you behave in a professional and appropriate manner at all times;
- Uphold British values;
- Participate in staff meetings, training and deliver presentations as required;
- Be flexible to the demands of the environment including unpredictable events, deadlines and frequent interruptions and carry out any other reasonable request;
- Co-operate with the other staff in the running of the Centre;
- Adhere to safeguarding policies and procedures, raising any concerns in an appropriate and timely manner;
- Keep up to date with the relevant online training and policies e.g., safeguarding, child protection and whistleblowing etc.
- Attend staff meetings, training, and INSET days;
- Continue in own professional development.
- Report and record all accidents, injuries and first aid in the appropriate place;
- Report any hazards and maintenance needs to Health and Safety officer;
- Ensure confidentiality, GDPR and data protection legislation is adhered to;
- Carry out any other reasonable request.

Person Specification	
Qualifications	<ul style="list-style-type: none"> • Degree level education (Essential) • Qualified or experienced teacher or qualified therapist (Preferable)
Skills/Knowledge	<ul style="list-style-type: none"> • Suitable for work with children • Clean driving licence (own transport necessary) • Understanding of adolescent development, dealing with trauma, bullying and its effects • Excellent IT skills • Good communicator (written, spoken and online) • Good time manager and organiser
Qualities	<ul style="list-style-type: none"> • Innovative and creative • Ability to show initiative • Resilient • Flexible and with the ability to 'think on your feet' • Excellent communicator who works well in a team
Key Competencies	
Self-Management	Manages personal priorities, pressures, and workload in an efficient, proactive and effective way

Communications	Listens to and communicates with individuals and groups professionally, clearly and supportively. Is aware of the need for confidentiality, tact and sensitivity
Equality and Diversity	Is constantly mindful of equality and diversity issues in providing services, and seeks to avoid discrimination
Flexible and Adaptable	Responds positively to unexpected changes in the routine of the Centre and to any new requests that may arise
General Information	
<ul style="list-style-type: none"> • The job specification details the main outcomes required and should only be updated to reflect major changes that impact on the outcomes for the job. Specific tasks, goals and performance criteria will be agreed through the Appraisal Scheme. • The Centre is committed to safeguarding children and all staff must undergo a DBS check and have two suitable references before they can start work. • All work performed/duties undertaken must be carried out in accordance with relevant Red Balloon policies and procedures, within legislation, and with regard to the needs of students, staff and parents. • Postholders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by Red Balloon. • For further information about Red Balloon-Reading please visit http://redballoonlearner.co.uk 	

Signed:

Date:

Full Name: