



Post Title	Grade
Learning Mentor	Grade 5

### Statement of Purpose

To support children and young people to achieve their potential by providing support to overcome barriers to learning both inside and outside the school.

### Support for Pupils

- To assist in the identification of those children who would benefit most from a learning mentor and, working with others, draw up and implement an action plan for each child who needs particular support.
- To develop a 1:1 mentoring relationship with pupils needing particular support where necessary aimed at achieving the goals defined in the action plan.
- To maintain regular contact with families/carers of children in need of extra support, to keep them informed of the child's needs and progress, and to secure positive family support and involvement.
- To support the staged transfer of a pupil into the Learning Support Unit, where appropriate, and co-ordinate their successful exit and re-entry in to mainstream classes.

### Support for the Organisation

- To assist the speedy and effective transfer of pupil information from primary to secondary schools, across secondary schools, and within schools, and to ensure that the arrangements for those leaving the school mid-term before 16 and post-16 are managed properly.
- To have full knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for pupils.
- To facilitate the sharing of information between local agencies, schools, authorities and other learning mentors, and be the single point of contact for accessing a range of community and business-based programmes and specialist support services for example, the Social and Youth Services, the Educational Welfare Service, the Probation Service and Connexions, and out of school study support and business and community mentors.
- To network with other learning mentors and share best practice.
- To continue to professionally develop the role of Learning Mentor by attending appropriate and relevant training programmes.

### Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.



- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with pupil needs as appropriate during the school day.

### **Professional Accountabilities**\_(this list is not exhaustive and should reflect the ethos of the school)

This job description lists the major duties and requirements of the job and is not all-inclusive. The post holder may be expected to perform other duties under the direction of the Head and the Office Manager than those contained in this document and may be required to have specific job-related knowledge and skills. The allocation of duties is subject to regular review.

The post holder is required to be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. In addition, they are to contribute to the achievement of the school's objectives through:

### **Safeguarding**

Safeguarding and promoting the welfare of children is everyone's responsibility. Staff are required to follow the statutory guidance from the Department for Education. Staff are required to read:

Part 1 and Annex A of 'Keeping children safe in education September'

School safeguarding policies

The code of conduct

Staff must know the identity and understand the role of the designated safeguarding leads. In addition, in order for staff to understand and discharge their role and responsibilities as set out in 'Part one' of the guidance, staff are required to identify any additional training needs and read safeguarding bulletins they receive through the year.

### **Financial Management**

Personally accountable for delivering services efficiently, efficiently within budget and to implement any approved savings and investment allocated to the service area.

### **People Management**

To comply and engage with people management policies and processes

Contribute to the overall ethos/work/aims of the school

Establish constructive relationships and communicate with other agencies/professionals

Attend and participate in regular meetings

Participate in training and other learning activities and performance development as required



Recognise own strengths, areas of expertise and use these to advise and support others

## **Equalities**

Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation

## **Climate Change**

Delivering energy conservation practices in line with the Trusts corporate climate change strategy

## **Health and Safety**

Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the Trusts Health and Safety policy

### **Note 1:**

***The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the postholder and the relevant trade union before submitting for re-evaluation.***

## Person Specification Learning Mentor

Essential Criteria	Measured By
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Experience of working in an education setting committed to the inclusion agenda. •</li> <li>• Experience of working with pupils demonstrating challenging behaviour or dealing with disadvantaged circumstances.</li> </ul>	AF/I
<p><b>Qualifications/Training</b></p> <ul style="list-style-type: none"> <li>• NVQ 3 in Learning and Development &amp; support services for children, young people and those who care for them or equivalent qualification, or experience in a relevant discipline.</li> </ul>	I
<p><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• Good ICT and record keeping skills.</li> <li>• Good numeracy and literacy skills.</li> <li>• Ability to work constructively as part of a team.</li> <li>• Ability to relate well to children and to adults.</li> <li>• Excellent communication skills.</li> <li>• Have the ability to deal with sensitive issues in a professional manner.</li> <li>• Good organisation skills.</li> <li>• Ability to prioritise effectively.</li> <li>• Influencing skills.</li> <li>• Understand the need for confidentiality when appropriate and to ensure clear and sensitive communication.</li> </ul>	AF/I

<p><b>Behavioural Attributes</b></p> <ul style="list-style-type: none"> <li>• Customer focused.</li> <li>• Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.</li> <li>• Open, honest and an active listener.</li> <li>• Takes responsibility and accountability.</li> <li>• Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service.</li> <li>• Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.</li> <li>• Is committed to the provision and improvement of quality service provision.</li> <li>• Is adaptable to change/embraces and welcomes change.</li> <li>• Acts with pace and urgency being energetic, enthusiastic and decisive.</li> <li>• Communicates effectively.</li> <li>• Has the ability to learn from experiences and challenges.</li> <li>• Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.</li> </ul>	<p>AF/I</p>
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AF - Application form I - Interview

**Note 1:**

***In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:***

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***

*The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and responsibility. Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.*

*All staff working in the School during the school day will have contact with children and will therefore be in regulated activity.*

*The post is exempt from the Rehabilitation of Offenders Act 1974 and the School is therefore permitted to ask job applicants to declare all convictions and cautions (including those which are "spent" unless they are "protected" under the DBS filtering rules) in order to assess their suitability to work with children.*



 **COLLABORATION**  **CHALLENGE**  **CURIOSITY**  **CARE**