

Job Description and Person Specification

The purpose of the Job Description and Person Specification is to provide information about the role and the skills a successful candidate must have.

Note for recruiting managers: If you are recruiting for an existing post, reuse the Job Description and Person Specification that already exists for the job.

Job details

Job title:	Learning Mentor
Directorate:	Viridis Federation
Reporting to:	Deputy Headteacher / Headteacher
Grade:	Scale 5

Job description

Purpose of the post:	<ul style="list-style-type: none">To provide a complementary service to existing teachers and associate staff, addressing the needs of children who need help to overcome barriers to learning both inside and outside the school, in order to achieve their full potential.
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Main duties and responsibilities:

Support for Children:

- Carry out group work including anger management and self esteem learning. Carry out other mentoring activities which address/involve attendance, punctuality, transition, lunchtime and after clubs, parents, outside agencies, school journeys, PSHE and healthy schools.
 - Promote the speedy and effective transfer of pupil information from preschool settings, secondary schools, other primary schools and also within school. Ensuring the arrangements for those moving schools or other settings is managed correctly.
 - In conjunction with teaching staff, assist in the comprehensive assessment of all children selected by the Headteacher or his/her nominated representative, to identify those needing extra help to overcome barriers to learning inside and outside school.
 - Identify those children who would benefit most from a Learning Mentor and working with others and take the lead to draw up an action plan for each pupil who needs particular support. In order to achieve the goals defined in a personal action plan, to develop a 1:1 mentoring relationship with children who are demonstrating:
 - Falling motivation or confidence
 - Falling punctuality or attendance
 - Deteriorating behaviour
 - Experiencing difficulties with relationships and staff and peers
 - Significant underachievement
 - 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.
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- To work closely with the SENCO, and the class teacher, to ensure that the needs of the gifted and talented children and those with special educational needs are met.
- To support the learning of identified groups and individuals both within and outside of the main classroom setting
- To assist pupils and families, new to the country and the school in understanding the education system, school routines and how best they can support achievement.
- To attend to pupil's personal needs and provide advice to assist in their social, health and hygiene development.
- Challenge and motivate pupils, promote and reinforce self-esteem.
- Provide information and advice to enable pupils to make choices about their own learning/ behaviour/attendance.

Support for the School:

- Assist teaching staff and all other staff in the assessment of all children entering or returning to school in order to identify those needing extra help to overcome barriers to learning.
- Work closely with school staff that have a responsibility for special needs, pupils with English as an additional language and the teacher for the more able learners to ensure that their needs are met.
- Assist the teacher with the development and implementation of mentoring plans.
- Provide objective and accurate feedback reports as required to other staff on pupil's achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Maintain a database of information and provide reports for monitoring and evaluation purposes as required to feed into general school reports.
- Take a lead role in the development and implementation of appropriate behaviour management strategies.
- Report on the implementation of all action plans to the Headteacher and the EIC coordinator.
- Draw up individual action plans and review all targeted pupils and ensure that all action plans cohere with other plans produced by staff and other agencies.
- Actively seek information regarding a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
- Be responsible for developing pastoral programmes for children to take place out of school hours when required, including weekend residential programmes, holiday work and BIP projects.
- Develop projects for parents including clubs and workshops.
- Facilitate the sharing of relevant information between local agencies and schools. Be the single point of contact for accessing a range of community and specialist support services such as Social Services, Educational Welfare Service, and Out of School Study Support and business and community mentors.

- Ensure that the needs of a young person are met in a focused and integrated way by working closely with the local community and mentors, taking an active role in co-ordinating and supporting the work of voluntary mentors working with pupils both in and out of school.
- Make links with nursery providers and parents/carers to ensure that continuity through the foundation phase is as effective as possible.
- Network with other Learning Mentors and share best practice.
- Attend the relevant Learning Mentor training, including the national induction programmes.
- Maintain a database of information and provide reports for monitoring and evaluation purposes to school and the EIC Co-ordinator.
- Make presentations to school governors, SMT, whole staff groups or the change management team.
- Complete the administrative duties relevant to the role of Learning Mentor.
- Comply with all the requirements of Health and Safety legislation and LEA policy, taking appropriate action where necessary.
- Network with the Learning Mentor co-ordinator and other learning mentors to share best practice.
- Assist with the development of policies and procedures relating to child protection and other LEA policies taking appropriate action where necessary.
- Ensure that all pupils have equal access to opportunities to learn and develop. Contribute to the overall ethos of the school
- Attend and participate in regular meetings, training and mentoring of other staff in the school as required to share expertise.
- Comply with all the requirements of health and safety legislation.

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as may be necessary from time to time.

General requirements:

- Take part in the school's performance management system.
 - Attend governing body meetings on a regular basis.
 - Enhanced DBS Check.
 - Strong commitment to furthering equalities in both service delivery and employment practice.
 - You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.
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Job title:	Learning Mentor
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Person Specification

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	Essential	Desirable
Qualifications		
1. NVQ 3 or equivalent qualification or experience in relevant discipline.	✓	
2. Appropriate first aid training.	✓	
Experience		
3. Experience working with pupils of relevant age.	✓	
Knowledge		
4. Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation.	✓	
5. Working knowledge of effective teaching and learning and other relevant learning programmes/strategies (including courses, organisations and agencies).	✓	
6. Understanding of issues related to under-achievement and the barriers to learning that some pupils face.	✓	
Skills		
7. Very good numeracy/communication/literacy skills.	✓	
8. Ability to write clear reports including analysis of data.	✓	
9. Effective use of ICT and other specialist equipment/resources.	✓	
10. Ability to plan and prioritise effectively to meet deadlines and targets.	✓	
11. Ability to act on own initiative and be well organised.	✓	
12. Ability to communicate effectively with pupils, adults, families and colleagues.	✓	
13. Ability to work constructively as part of a team and independently understand classroom roles and responsibilities and own position within these.	✓	
14. Ability to develop a school programme for learning mentor work and to collaborate with colleagues in developing an effective pupil support programme.	✓	
15. Ability to facilitate multi-agency working.	✓	

Skills		
16. Ability to develop effective working partnerships with pupils and their families including the ability to motivate and support by developing a wide range of strategies to meet pupils' needs.	✓	
17. Ability to self-evaluate learning needs and actively seek learning opportunities.	✓	
18. Display commitment to the protection and safeguarding of children and young people.	✓	