



Post title	Learning Mentor
Reporting to	Deputy Headteacher
Working Time	30 hours per week, term time only
Salary/Grade	G6

PURPOSE OF THE POST	
Working under guidance: provide support in addressing the needs of pupils who need particular help to overcome barriers to learning.	
Responsible for	<ul style="list-style-type: none"> Assist in the supervision, training and development of staff Provide pastoral support to pupils and participate in the assessment of their needs.
Liaising with	Pupils, other school staff and visitors.
Working conditions	<p>The nature of the post may involve some ongoing physical effort for long periods e.g. standing or walking.</p> <p>The post holder may be subject to some exposure to disagreeable or unpleasant people related behaviour.</p> <p>The post involves contact with people which through their circumstances or behaviour regularly places emotional demands on post holder.</p>
Characteristics of the post	<p>The ability to regularly attend meetings as required by the Headteacher/Line Manager.</p> <p>Employees are encouraged to participate in training activities in order to enhance their own personal development.</p> <p>All employees of a school have a responsibility for promoting and safeguarding the welfare of children and young people.</p> <p>The employment checks are required:</p> <ul style="list-style-type: none"> Evidence of entitlement to work in the U.K. Evidence of essential qualifications – see page 1 of this job specification Two satisfactory references Confirmation of medical fitness for employment Registration with appropriate bodies (where applicable) <p>The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:</p> <ul style="list-style-type: none"> Evidence of a satisfactory safeguarding check e.g. An Enhanced CRB Disclosure

PERSON SPECIFICATION		
	Essential	Desirable
Qualifications/ Training	NVQ 2 or 3 for Teaching Assistants or equivalent qualification or experience or Support Work in Schools (SWiS) Level 3	Team Teach physical restraint training
Knowledge	<p>Good Numeracy/ Literacy Skills</p> <p>Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation</p> <p>Working knowledge of national curriculum and the EYFS curriculum</p> <p>Understanding of principles of child development and learning processes and in particular, barriers to learning</p> <p>Full understanding of the range of support services/providers</p> <p>Full understanding of the CAF process</p> <p>Knowledge of policies / procedures of the Local Authority including Safeguarding of Young Children.</p>	<p>Knowledge of specific interventions used to raise emotional well being of pupils</p> <p>Experience of being the Lead Professional in a CAF plan</p> <p>Appropriate knowledge in First Aid</p>
Experience	<p>Experience working with children 3-11 years old</p> <p>Experience of working with pupils with additional needs</p>	
Physical Skills	Accurate record keeping	
Competencies and other skills required	<p>Ability to plan effective actions for pupils at risk of underachieving</p> <p>Ability to self-evaluate learning needs and actively seek learning opportunities</p> <p>Ability to relate well to children and adults</p> <p>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</p>	

MAIN (CORE) DUTIES
<p>Key Outcomes/ Activities</p> <ul style="list-style-type: none"> • Provide pastoral support to pupils • Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable • Attend to pupils' personal needs and provide advice to assist in their social, health & hygiene development

- Participate in comprehensive assessment of pupils to determine those in need of particular help
- Assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans
- Organise and complete CAF plans for pupils in school
- Support provision for pupils with special needs
- Establish productive working relationships with pupils, acting as a role model
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
- Promote the speedy/effective transfer of pupils across
- Phases/integration of those who have been absent
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
- Challenge and motivate pupils, promote and reinforce self-esteem
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.

SUPPORT FOR TEACHERS

- Liaise with feeder schools and other relevant bodies to gather pupil information
- Support pupils' access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording
- Provide objective and accurate feedback and reports as required, to other staff on pupils achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested
- Assist in the development and implementation of appropriate behaviour management strategies
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
- Assist in the development, implementation and monitoring of systems relating to attendance and integration
- Clerical/admin support e.g. dealing with correspondence, compilation/ analysis/reporting on attendance, exclusions etc., making phone calls etc.

SUPPORT FOR THE CURRICULUM

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils

SUPPORT FOR THE SCHOOL

- 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 and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils

- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Assist in the supervision, training and development of staff
- Implement planned supervision of pupils out of school hours
- Supervise pupils on visits, trips and out of school activities as required

Other duties commensurate with the grade of the post as directed by the Headteacher.

Additional duties	<ul style="list-style-type: none"> • To play a full part in the life of the school community, to support its distinctive mission and ethos and treat all users of the school with courtesy and consideration. • Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all
Other specific duties	<ul style="list-style-type: none"> • To participate in training and continue personal development. • To engage actively in the performance review process.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

Date completed	March 2015
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