



SYBOURN PRIMARY SCHOOL

JOB DESCRIPTION : Advanced Learning Mentor

RESPONSIBLE TO : Head of School

JOB PAY SCALE : Grade SO1-SO2 (point 23-28)

Definition of Learning Mentoring - providing support and guidance to children, young people and those engaged with them, by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve their potential. Learning mentors carry a caseload and offer timetabled support to individual pupils, they are not class bound but have a significant role throughout the school.

Job Purpose

To support the management and leadership of the provision of the Learning Mentor service or similar pastoral work force within the school and/ or local area in order to raise standards in learning, participation and social inclusion.

To develop and maintain effective and supportive mentoring relationships with children, young people and those engaged with them

To provide a complementary service throughout the school that enhances and extends existing provision in order to support learning, participation and encourage social inclusion

Work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to children and young people

With the support of the Head of School; take responsibility for, leading on & tackling all Safeguarding and Child protection issues as they arise in school in line with school policy.

With the support of the Head of School; raise awareness and ensure compliance of procedures through training & development of all staffing, ensuring compliance in Child Protection, Safeguarding, Pastoral Care, Induction, Vetting, Recruitment & Retention and the Single Central Record

Liaison with

Head of School, SEND Coordinator, Assistant Head Teacher, Parents, Teachers, Support Staff and other outside agencies e.g social services, health, police, educational psychologists etc





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Major Tasks, Duties and Responsibilities

Supportive Mentoring Relationships

Establish referral procedures and criteria for learning mentor support. Specify clearly cases that require highest and or immediate priority

To have lead responsibility for identifying pupils needing mentoring support and for providing comprehensive assessments of their personal, social and emotional needs

To manage and be responsible for a caseload of individual mentees including those with complex and challenging needs. Innovate and deliver effective, alternative programs to raise motivation, aspirations and develop positive behaviours. Review support and progress with the mentees.

Act as key focal point for pupils needing additional care, guidance and support and those going through complex key transition stages in their lives e.g. family break up, loss, bereavement, friendships and illness

Develop and implement individual plans that challenge inappropriate behaviour, build positive self image, enhance educational achievement and reduce the likelihood of exclusion and early criminal behaviour

Be responsible for clear communication with teachers, support staff, families and professionals in order to promote the effective use of cohesive behaviour management strategies.

Extending Support for learning, participation and social inclusion

Ensure the speedy and effective transfer of information within and across educational establishments and settings

Be responsible for ensuring continuity of support for those identified pupils throughout the transfer process by liaising with key staff in forwarding and feeder schools and colleges

Provide significant contribution to the school's extended services by developing a range of additional activities, clubs and programs, which support educational opportunities, active participation, welfare and personal development

Be responsible for initiating and sustaining support programs for targeted groups at risk of underachievement e.g. LAC, unattached asylum seekers, young carers, new entrants/non standard joiners, underage parents

Monitor and evaluate the effectiveness of planned activities and the level of participation of those who take part in the programs

Work with others to develop and implement strategies to improve attendance

Manage the exclusion and reintegration of pupils who have been excluded from learning

Enable young people to select a course of action that will support further learning, qualifications and career choices





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Working in Partnerships

Act as the first point of call for parents and carers. Develop a wide range of approaches to help them support their children's learning, positive behaviour, attendance and wellbeing.

Facilitate links between parents and external services, acting as a single point of contact for accessing specialist support.

Collate detailed knowledge of support agencies and relevant schools.

Develop and sustain effective working relationships with staff in other agencies and schools.

Agree and record arrangements for joint working by taking an active role in ensuring support meets the needs of young people in a focused and integrated way

Take responsibility for agreeing mutual roles, responsibilities and protocols for sharing of information between local agencies, schools, authorities and other learning mentors

Take responsibility for liaising closely with senior staff about safeguarding, child protection and identifying risk harm indicators. Keep relevant staff informed and contribute to joint decision making appropriate study

Act as Lead Professional and complete CAF when appropriate

Maintaining Professional Competencies

To operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them.

Ensure high level of professional competences by attending regular training, undertaking further qualifications and self study

Provide advice and contribute to specialist training programmes for school staff and local learning mentor networks on social and emotional aspects of care, guidance and behaviour management

Take part in annual professional reviews. Draw up Learning Mentor action plan which complements the school and departmental development plans for inclusion and raising standards

Supporting the School

Develop policies and practices that benefit children and young people. Review, evaluate and challenge policies and practices that are not working.

Evaluate own work and provide comprehensive evidence for Head teachers, Governors and inspectors that demonstrates the impact learning mentoring has on pupil progress

Take responsibility for managing systems and administration supporting learning mentor work. Ensure they are compatible with whole school procedures and communication

Maintain a budget for learning mentor and cross school activities. Provide reports on projects showing expenditure and value for money

Undertake further duties in agreement with the Head of School, commensurate with the grading and nature of the post





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Person Specification Advanced Learning Mentor

Experience

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| • Working with young people, either paid or unpaid capacity | Essential |
| • Managing situations relating to challenging behaviour | Essential |
| • Working collaboratively with outside agencies, participating in meetings | Essential |
| • Delivering programmes - one to one, small groups and year groups | Essential |
| • Accurate record keeping and report writing | Essential |
| • Working as part of a safeguarding team | Desirable |
| • Working closely with families, inc completing home visits | Desirable |
| • Coaching & advising staff on suitable behaviour interventions | Desirable |
| • Assessing pupils needs and barriers to learning | Desirable |
| • Investigating and/or assessing concerns, allegations or complaints | Desirable |
| • Working in education setting | Desirable |

Education and training

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| • Min of 5 GCSEs or equivalent inc Grade C English & Maths | Essential |
| • Safeguarding training | Essential |
| • Data protection training (or willingness to train) | Essential |
| • First Aid training (or willingness to train) | Essential |
| • IT literate - able to use systems to conduct analysis & produce reports | Essential |
| • Specialist knowledge, experience or training in safeguarding | Desirable |
| • Mentoring or counselling qualifications | Desirable |

Skills and Aptitudes

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| • Advanced understanding of safeguarding legislation & requirements | Essential |
| • Proven ability to deal with sensitive situations with tact & integrity | Essential |
| • Excellent interpersonal skills, ability to work with students & parents | Essential |
| • An ability to maintain confidentiality | Essential |
| • A well developed understanding of strategies to support young people | Essential |
| • Proven ability to manage conflicting demands and priorities | Essential |
| • A commitment to safeguarding & promotion of the welfare of children | Essential |
| • Ability to work constructively as part of a team | Essential |
| • Ability to deal effectively with social & emotional factors which affect a child's capacity to learn | Essential |
| • Skills or experience to working with children to raise self esteem and to support anti-bullying strategies | Essential |





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- An understanding of the issues around transition and transfer and the ability to deliver individual strategies Essential
- An understanding of how to get the best out of young people Essential
- Ability to accurately create and manage written records of cases record referrals & concerns, storing securely and appropriately sharing Essential
- Ability to act as member of the safeguarding team, liaising with staff, assessing cases, and making referrals to relevant agencies as appropriate Essential

Other job requirements

- Understanding of data protection legislation Essential
- Willingness to undertake in service training Essential
- Commitment to professional development Essential

