



Post Title:	Assistant Learning Mentor
Grade:	4
Responsible to:	Headteacher
Responsible for:	N/A
Holiday and Sickness Cover	
Purpose of job:	<ul style="list-style-type: none"> To provide a complementary service to existing teachers and pastoral staff in schools in the EiC areas, addressing the needs of children who need help to overcome barriers to learning both in and outside school, in order to achieve their full potential

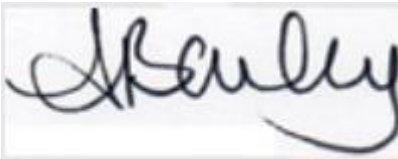
Welcome to Woodhouse West Primary School



I am so pleased that you are considering joining our school. We are very proud of our school, its children and their families. Everyone who works at Woodhouse West is passionate about making a difference to our children and helping them to achieve their full potential, whilst being the best they can be every day. Please visit our website where you will notice that it is full of beautiful pictures of children learning through personal experience of the world around them. We encourage all children to broaden their horizons, have the confidence to try new things and keep going when challenges present themselves and celebrate their successes. As a result our children are articulate, inquisitive and confident and frequently ask questions of those around them.

Each of our children has the potential to do something wonderful, our primary role is to find their key skill or talent, the gem inside them and nurture it.

The very best way to understand our ethos and the way we learn is to visit us and see for yourself. Please feel free to contact us to arrange and visit.



Mrs Anne-Marie Bailey

JOB DESCRIPTION FOR POST OF: ASSISTANT LEARNING MENTOR

The postholder must at all times carry out his/her duties and responsibilities within the spirit of City Council and School Policies and within the framework of the Education Act 2002, and School Standards and Framework Act 1998 with particular regard to the statutory responsibilities of the Governing Bodies of Schools.

1. To contribute to 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 are managed properly.
2. With teaching and pastoral staff, to participate in the comprehensive assessment of all children entering or returning to school (including teenage mothers), and at the end of Years 7 and 9, to identify those who need extra help to overcome barriers to learning inside and outside school.
3. To contribute to drawing up and implement an action plan for each child who needs particular support, (except where the pupil was already subject to an individually tailored plan).
4. To develop a 1:1 mentoring relationship with children needing particular support where necessary aimed at achieving the goals defined in the action plan. *
5. 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.**
6. To work closely with the SENCO and the senior member of staff responsible for gifted and talented provision, to ensure that the needs of gifted and talented children and those with special educational needs are met.***
7. To have knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for pupils.
8. To contribute to 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 Education Welfare Service, the Probation and Careers Services, and out of school study support and business and community mentors.
9. To network with other learning mentors and share best practise.
10. Contribute to the Health & Safety of pupils and other staff in accordance with Health & Safety regulations and School Policy.
11. To undertake any other duties and responsibilities after appropriate negotiations with the post holder and relevant trade unions which do not change the nature of this post.

12. To be a designated first aider in school.

*Learning Mentors will devote the majority of their time to those needing extra support to realise their potential.

**Where appropriate the securing of family support will mean the securing from the local authority.

***Learning Mentors will personally target efforts on those at risk of under achieving who are not the responsibility of the SENCO or gifted and talented co-ordinator.

Any other duties and responsibilities appropriate to the grade and role

All the above duties and responsibilities to be carried out in accordance with Sheffield City Council's Policies, Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety.

Person Specification

Specification	Essential	Desirable	Evidence
Qualification/ Training	<ul style="list-style-type: none"> NVQ 2 or equivalent qualification or experience in relevant discipline. Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths Experience of teaching/support within a school setting 	<ul style="list-style-type: none"> Learning disabilities / difficulties qualification First Aid qualification 	<ul style="list-style-type: none"> Application Form References
Experience	<ul style="list-style-type: none"> Experience of working with students with SEND and SEMH needs Experience of positive behaviour management 	<ul style="list-style-type: none"> Experience of coaching/mentoring Knowledge of bereavement support Knowledge of a range of interventions to support emotional wellbeing 	<ul style="list-style-type: none"> Application Form Interview References Performance of task/test at interview
Skills & Knowledge	<ul style="list-style-type: none"> Extensive knowledge of learning disabilities/ difficulties Highly developed literacy & numeracy skills Excellent organisational skills Ability to meet deadlines effectively Excellent communication, negotiating, mediating and interpersonal skills, in particular, an ability to relate well to young people, parents/carers, colleagues and professionals Ability to work in a crisis situation 	<ul style="list-style-type: none"> Commitment to person centred practice Good understanding of the principles of inclusion Understanding of Trauma Informed Practice 	<ul style="list-style-type: none"> Application Interview References Performance of task/test at interview
Personal characteristics	<ul style="list-style-type: none"> A courteous, positive and 'can do' problem solving approach An ability to form good working relationships with colleagues and to work cooperatively in a team Ability to work with a range of people at all levels Ability to work on own initiative 	<ul style="list-style-type: none"> Ability to drive and use of own vehicle 	<ul style="list-style-type: none"> Application Interview References