

Job Description - Lead Learning Mentor

Salary Scale:	6
Hours/Weeks:	35 hours per week, 39 weeks per year (term time only)
Contract Term:	Permanent
Responsible to:	Headteacher

Responsibilities

The Lead Learning Mentor will provide a complementary service to teachers, overseeing and addressing the needs of pupils who require assistance in overcoming barriers to learning in order to achieve their potential and access the curriculum. The Lead Learning Mentor will be predominantly education focused but will have a wider remit including working with families and the wider community.

The Lead Learning Mentor will lead members of a team, mentoring them, identifying training needs and networking across the ELT Partnership.

The Lead Learning Mentor will work with a range of pupils, especially those experiencing multiple disadvantages including pupils with special educational needs, medical needs or social, emotional, mental health and learning needs. The Lead Learning Mentor will work with pupils on a one-to-one basis or in groups, acting as a listener, facilitator for learning, motivator and role model.

Duties

- To be a member of the safeguarding team
- To lead and line manage members of a team
- To work as part of a team to promote a whole school approach to enhancing the mental health, well-being and learning of pupils
- To support and promote mental health and well-being through: prevention, identification, early support and access to specialist support:
 - **Prevention:** improve the mental health and well-being of pupils and equip pupils to be resilient so that they can manage the normal stresses of life effectively
 - **Identification:** recognise emerging issues as early and accurately as possible
 - **Early support:** help pupils to access evidence based early support and interventions
 - **Access to specialist support:** work effectively with external agencies to provide swift access or referrals to specialist support and treatment
- Under the direction of the Senior Leadership Team, help to create criteria for identifying those pupils who need Learning Mentor support
- To observe and monitor pupil progress, adapting an agreed approach to meet particular needs, recording and maintaining records of pupils' development and progress
- To devise, implement and evaluate specialised programmes of work to encourage and promote pupils' social, emotional, mental health and learning needs working in class alongside teachers and independently out of class
- Monitor and record pupils' progress before, during and after interventions and/or mentoring support to measure their impact
- To plan, facilitate and monitor structured games and activities, to support pupils at playtimes and lunchtimes
- To cover classes for PPA and management time

- Create a directory of resources, activities, organisations and support services which can be drawn upon by staff/parents to support pupils identified
- Help plan the reintegration of pupils after extended absence or exclusion
- To be responsible for ensuring that teaching spaces used are stimulating and tidy
- To set up and lead circle time sessions and anger management groups where necessary
- To plan and deliver after school clubs
- Attend and participate in multi-disciplinary meetings contributing to the sharing of information and/or planning in relation to specific pupils
- Outreach to families whose home circumstances appear to present a significant barrier to successful learning, and work with parents to help their children achieve
- Undertake a range of administrative duties relevant to the post
- Network with other staff and colleagues with similar roles to share good practice
- Participate as required in relevant training
- Carry out risk assessments in consultation with teaching staff prior to activities
- Ensure confidentiality is maintained at all times
- Any other duties relevant to the work of the post holder as requested by the Headteacher

It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

Other Responsibilities

To undertake such duties of a similar nature as may be reasonably directed by the Headteacher from time to time. The duties and responsibilities of the post may vary from time to time according to the changing needs of the school. The postholder shall ensure the duties of the post are undertaken with due regard of the Trust's Health & Safety Policy and to their personal responsibilities under the provision of the Health and Safety at Work Act 1974 and all other relevant subordinate legislation.

The postholder shall carry out these duties with due regard to the Trust policies, procedures and priorities.

All ELT Partnership staff will

- Promote equality of opportunity
- Follow Safeguarding Guidelines and Child Protection Policy/Procedures
- Contribute to producing/delivering priorities in the Trust Strategic Development Plan
- Keep their own performance under review, contributing to monitoring, evaluation and review and participate in performance management
- Promote positive attitudes and behaviour
- Contribute to the smooth day to day running of the Trust
- Be committed to achieving the school values
- Work to develop the Trust as a successful inclusive Trust
- Respond promptly to concerns from parents, staff or pupils
- Promote the Trust in the community
- Work in partnership with all colleagues including the Local Governing Board and Board of Trustees
- Support Code of Conduct for staff
- Have regard for and act in accordance with Health and Safety Policy/Practice
- Celebrate success of pupils and staff

All ELT Partnership Schools are committed to safeguarding and promoting the welfare of children and young people. Therefore, all workers and employees within the Trust are expected to share this commitment.

The Trust and its schools are committed to ensuring that no applicant or employee receives less favourable treatment or is disadvantaged on the grounds of gender, age, disability, religion, belief, sexual orientation, marital status or race. Our motto is 'be included' and we welcome applications from all sections of society.

Person Specification

Essential
Experience of successful working with primary-aged pupils on an individual and group basis in supporting their learning and development
Good interpersonal skills and an ability to relate and communicate effectively with pupils, staff and parents
A good level of literacy and numeracy skills with at least a qualification at GCSE grade C or equivalent
Good standard of spoken, written and comprehension of English
Ability to engage constructively with and relate to a wide range of young people and families/carers with different cultural and social backgrounds
Ability to identify potential barriers to learning and engage in strategies to overcome these barriers
Knowledge of a range of behaviour management strategies and techniques
Demonstrate competence in networking, facilitating and developing others
Demonstrate proficiency in use of ICT packages
Ability to work as a member of a team
Ability to keep neat and accurate records
Ability to remain calm under pressure
Desirable
A qualification related to this post e.g. Level 2 Certificate in Supporting Teaching and Learning in Schools or Level 3 Diploma in Specialist Support for Teaching and Learning in Schools
Ability to lead members of a team
Proven skills and ability of working with primary age pupils with special educational needs and those with challenging behaviours
Evidence of continuing and relevant professional development