



THE WESTGATE SCHOOL

Hampshire's First 4-16 'All-Through School'

Role Profile and Person Specification

Learning Coach/Mentor

Purpose of the role:

To provide support in addressing the needs of pupils who need particular help to overcome barriers to learning in order to achieve their full potential.

To provide support to pupils who, due to social, emotional or mental health (SEMH) needs, display challenging behaviour or other issues.

To provide support to pupils who may find attending lessons or school itself challenging.

Local Task List (to be used in conjunction with Role Profile no. 2009):

Support for Pupils

- Receive and supervise pupils who are not working to a normal timetable or have adjustments in place.
- Establish productive working relationships with pupils and their parent/carers.
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed or dysregulated pupils.
- Promote the effective integration of those pupils who have been absent including through the Return to Learn programme.
- Provide information and advice to enable pupils to make positive choices about their own learning/behaviour/attendance.
- Where necessary conduct home visits to support pupils returning to school.

Support for Teachers

- Assist in planning, evaluating and adjusting learning activities as appropriate including pre-learning activities.
- Provide clerical/admin support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions, suspensions etc, making phone calls etc.

Support for the curriculum

- Support Year Leaders in the research to develop tools and strategies to support children who are struggling to access school such that they are able to achieve strong attendance, participation and inclusion.

Support for the School

- Be aware of and support difference and promote equity.
- Supervise pupils on visits & trips where needed.

The key decision-making areas in the role:

- A Learning Coach/Mentor will deal with pupil behaviour and make judgements when to refer incidents to a senior member of staff/class teacher.
- A Learning Coach/Mentor, whilst working under the general direction of the teacher or leader, will work unsupervised and without the close presence of a teacher.
- A Learning Coach/Mentor will be required to produce detailed feedback to the class teacher/lead professional and keep records as appropriate – as such the postholder will decide on what feedback to give.
- A learning coach/mentor will be supporting a number of pupils across the school.

The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff):

- Role dimensions vary according to the experience of the Learning Coach/Mentor
- Size of the school: between 400-1620 pupils on roll, all-through.
- A Learning Coach/Mentor will lead in the construction of risk assessments in relation to a pupil's attendance, provision and any additional presenting needs.

Working conditions – environment, and physical effort or strain:

- Expected to maintain behaviour management standards of children, some of whom can be especially challenging.
- Health and Safety responsibility for self, children and area which is particularly demanding in a child-centred environment.
- Home visits may be required and agreed with line manager. Lone working may be necessary in some cases.

Context/additional information:

- High levels of stress are generated by various aspects of the role including when dealing with individual pupils and/or groups with complex and demanding learning needs. The postholder's working hours require constant pupil contact which may include some home visits.
- Written reports must be carefully written in alignment with the School's expectations and professionalism.

Person Specification:

Qualifications & Experience	Essential	Desirable
GCSE English and Maths (grade 4 or above)	*	
NVQ Level 3 in learning support or equivalent		*
Experience of working with children in a school (with additional needs)	*	* (with additional needs)
Experience of constructing risk assessments in relation to a pupil's provision and needs		*
Skills and Knowledge	Essential	Desirable
Being aware of and working with policies in relation to safeguarding and child protection and pupil contact	*	

Good working knowledge of ICT to support learning		*
Ability to write and contribute to detailed reports, letters and complete returns to expected professional standard	*	
Ability to use clear language to communicate information and listen effectively	*	
Specialist language/communication skills		*
Ability to establish rapport and respectful, trusting relationships with pupils, their families and carers and other adults	*	
Ability to demonstrate a range of effective behaviour management strategies	*	
Skilled in restraint techniques for dealing with dysregulated pupils		*
Good understanding of child development		*
Demonstrate a creative approach to supporting pupils and an ability to resolve problems independently	*	
Personal Qualities	Essential	Desirable
Show empathy with pupils and sympathetic to their needs	*	
Ability to make a distinctive contribution to the work of a team	*	
High expectations of self and others	*	
Ability to work to deadlines and under pressure	*	
Ability to ensure confidentiality	*	
Identify and undertake professional development opportunities	*	

Revised 24-02-25