

Job Description

Job Title	Learning Mentor
Grade/Salary	Grade 6 (Scale Range 12 – 17)
Reporting To	Classroom Teacher for day to day activities. You will have a named line manager (e.g. a Middle or Senior Leader).

Job Purpose

- Under the direction and supervision of a teacher (or line manager), to complement the professional work of teachers by addressing the needs of pupils who need particular help to overcome barriers to learning;
- This may involve planning, preparing and delivering learning activities for individuals/ groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.

This role will work across all key stages in the school.

Key Responsibilities and Accountabilities

The post holder will:

Complement the professional work of teachers by taking responsibility for agreed learning activities. These activities can be for individuals/groups of whole classes on a short-term basis.

Teaching and Learning

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs;
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objective;
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence;
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment;
- Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence;
- 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;
- 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 and 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.;
- 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 pupil's 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.
- 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.
- Clerical/admin support e.g. dealing with correspondence, compilation/ analysis/reporting on attendance, exclusions etc., making phone calls etc.

Contribution to whole school

- Comply with, and assist, with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Deliver out of school learning activities within guidelines established by the school.

- Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class.

Responsibilities for people (line management)

- Manage other teaching assistants.
- Liaise between managers/teaching staff and teaching assistants.
- Hold regular team meetings with managed staff.
- Represent teaching assistants at teaching staff/management/other appropriate meetings.
- Undertake recruitment/induction/appraisal/training/mentoring for other Teaching Assistants.

Responsibilities for Resources

- Effective use of materials and resources

Responsibilities for Budgets

- None

Performance Management and Review

- Objectives and professional development plans will be balanced between the Trust, personal and school-focused objectives and will be formally agreed with your line-manager at the start of the review period. Ongoing support and monitoring will be provided through regular 1:1s, peer support, and external mentoring or CPD where required;
- The annual appraisal process will be used to assess performance against agreed objectives and professional development plans in accordance with the Trust Appraisal Policy.

Core responsibilities and duties

All postholders are required to:

- Ensure that you understand and comply with the Trust Health and Safety Policy by following the relevant procedures that are in place;
- Read, uphold and promote the safety and well-being of pupils as set out in the Trust safeguarding procedures.
- Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct;
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, data protection and confidentiality, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall vision and values of the Trust;
- Appreciate and support the role of other professionals
- Work effectively as part of team;
- Attend relevant meetings, as required
- Participate in training and other learning activities and performance development as required

- 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
- Be proactive in seeking appropriate advice and guidance where required;
- Flexible and willing to work between different sites as required.

The duties and responsibilities highlighted in this description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

No.	Categories	Essential or Desirable	Assessed by:	
			App Form	Interview or Task
Qualifications				
1	5 or more GCSEs at Grade 4/Grade C or higher, including English and Maths. (or equivalent grades/qualifications);	E	✓	
2	Level 3 Qualification (NVQ, A Level, BTEC) or equivalent relevant to role;	E	✓	
3	Education to degree level or equivalent relevant experience;	D	✓	
4	Specialist Skills/ Training in Curriculum or Learning area e.g. Bilingual, sign language, I.C.T.);	D	✓	
5	Training in relevant learning strategies e.g. literacy;	E	✓	
6	Understanding the purpose and role of learning support;	E	✓	✓
7	Understanding of Safeguarding and Child Protection issues;	D	✓	✓
Experience				
8	Experience of basic technology, PC, internet, MS Office packages;	E	✓	✓
9	Experience of monitoring and recording progress of learners;	E	✓	✓
10	Experience of successfully working with identified disaffected pupils, or groups of pupils (of a relevant age to the setting);	E	✓	✓
11	Previous experience of working with children of the relevant age range in a learning environment;	E	✓	✓
12	Experience of working with or supporting SEN/D pupils;	E	✓	✓
13	Understanding of First Aid;	D	✓	
14	Experience of dealing with the behaviours not conducive to learning and able to deal with a variety of situations;	E	✓	✓
Abilities, Skills and Knowledge				
15	Work as an effective team member and apply directions/instructions;	E	✓	✓
16	Working knowledge and experience of implementing relevant learning programmes/ strategies;	E	✓	✓
17	Full working knowledge of relevant policies/codes of practice legislation;	E	✓	✓
18	Able to plan and deliver effective actions for pupils at risk of underachieving;	E	✓	✓
19	Ability to self-evaluate learning needs and actively seek learning opportunities;	E	✓	✓
20	Ability to relate well to children and young people;	E	✓	✓
21	Able to apply written and verbal instructions;	E	✓	✓
22	Able to set up basic, and routinely use, equipment and resources under the instruction of the teacher;	E	✓	✓

23	Able to organise self to plan and complete tasks;	E	✓	✓
24	Able to communicate effectively with young people and adults (parents, other staff);	E	✓	✓
25	Initiative to support learning, with some guidance and support from the teacher;	E	✓	✓
26	High personal standards;	E	✓	✓
27	Able to seek support, when required;	E	✓	✓
28	An excellent record of attendance and punctuality;	E	✓	
29	Reliability, integrity and stamina;	D	✓	
30	Respect confidentiality;	D	✓	✓
31	Commitment to personal development and learning.	D	✓	✓