

Oulton Primary School Job Description

School

Oulton Primary School

'This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment'

Post Title

Learning Mentor

GRADE

SO1

Post(s) to which directly responsible

SENCo, Headteacher, Deputy Headteacher

Post(s) for which directly responsible

Teaching Assistants

Purpose of job

To provide support and guidance to children to remove barriers to learning and participation.

To work with individuals and groups of children using evidence-based interventions to develop children's emotional literacy and social/emotional skills.

To support children with SEMH needs to successfully access classroom learning and wider school life.

To develop strong and trusting relationships with parents/carers to provide support/advice which positively impacts children's emotional/physical/behavioural/academic development.

To complement the professional work of teachers by taking responsibility for learning/pastoral activities and sharing expertise/good practice.

To work with a range of agencies, including Children's Social Care, Cluster etc., to support children and families.

To be responsible for the management and development of a specialist area, e.g.- behaviour, in collaboration with the leadership team.

Responsibilities

- Liaising with teaching staff to co-ordinate the approach to support targeted pupils to raise achievement and provide support to enable them to overcome barriers to learning.
- Work as a team with members of school staff to assess individual needs of each targeted pupil.
- Day to day support of Teaching Assistants to support vulnerable pupils, modelling strategies and advice as needed.
- Identification of those pupils who need extra help to overcome barriers to learning inside and outside school.
- To select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
- To promote the inclusion and acceptance of all pupils within the classroom through 1-1 activities, small group work and targeted support within the classroom environment.
- To support pupils consistently whilst recognising and responding to their individual needs.
- To encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- To promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and use agreed systems to monitor pupil progress against desired outcomes. Monitor the implementation of all plans and provide feedback to the pupils/parents/staff of progress and achievement.

- To develop a 1:1 relationship with pupils requiring support with the aim of addressing individual needs/targets and engaging them with activities and opportunities.
- Undertake home–school liaison activities, including home visits, to keep parents/carers informed and to secure positive family support and involvement.
- Use knowledge of the range of activities, courses, opportunities and organisations available to students to provide extra support for pupils.
- To network with other learning mentors and share best practice.
- Enable the development of partnerships with organisations to support pupils and their families.
- Maintain accurate records and prepare written reports and evaluations.
- Support the development/implementation of activities to encourage family / carer involvement within school such as attending parents' meetings/evenings.
- Liaison with external agencies, such as health professionals and attendance improvement Officers to support pupils.
- Be one of the school's named Child Protection officers and actively engage in child protection multi-agency meetings as required.
- Undertake Early Help and act as Lead Professional where appropriate and embed the process in day-to-day practice.
- Where required, support the smooth transfer and transition of children and young people between key stages and where families move to/from the school.
- To 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.
- To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- To contribute to the overall ethos/work/aims of the school.
- To establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of pupils.
- To take the initiative as appropriate to develop appropriate multi-agency approach to supporting pupils.
- To recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- To ensure promotion and support of Equal Opportunities and Health & Safety.
- To undertake any other duties that are commensurate with the post.

Relationships

The postholder will be required to work flexibly to deliver an efficient service.

There will be regular contact with pupils, colleagues, other members of staff, line managers and internal and external services.

Physical Conditions

The post is currently based at Oulton Primary School

Oulton is a new build, fully accessible by disabled persons and is all on the ground floor

This post is subject to an **enhanced Disclosure and Barring Service check** and the completion of a **Disqualification Declaration Form**.

The school operates a non-smoking policy anywhere on site.

Economic conditions

Grade: S01
Annual Leave: Term time only working
Hours: **32.5** hours per week
Conditions of Service: NJC Conditions apply

Prospects**Promotion**

Whilst there is no automatic progression to any more senior posts, opportunities do exist for advancement and promotion, dependent upon normal staff movements and on the capabilities of the individual post holder.

Training

The school encourages training both “in-house” and external to meet the needs of the individual and of the school.

QUALIFICATIONS

NVQ 2 or 3 for Teaching Assistants, Supporting Teaching and Learning in schools Level 3, or equivalent qualification or experience

Job Description Prepared / Reviewed by: B McAlinden

Date: 1/10/2026

Job Description Approved by:

Date:

EMPLOYEE SPECIFICATION:

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential but may be used to distinguish between acceptable candidates.

SKILLS	Ess	Des	MOA
Can use ICT effectively to conduct their role and ensure accurate record keeping	*		I
Ability to have difficult/challenging conversations with a range of stakeholders	*		A, I
Ability to relate well to children and adults	*		A, I
Constantly improve own practice/knowledge through self-evaluation and learning from others	*		I
Can effectively support children with SEMH needs and provide support in times of emotional distress/dysregulation	*		A, I

KNOWLEDGE/QUALIFICATIONS	Ess	Des	MOA
Understanding of statutory frameworks relating to Child Protection and wider school practice	*		A, I
Experience of working with children with SEMH needs and effectively managing behaviour incidents		*	A, I
Experience working with children of relevant age in a learning environment.	*		A, I
Experience of working restoratively with a range of stakeholders		*	A, I
Working knowledge and experience of working alongside a range of agencies including Social Care, Family Support, Cluster Services, Counsellors, etc.		*	A, I
Good understanding of child development and learning processes	*		A, I
Full working knowledge of relevant policies/codes of practice/legislation		*	A, I
Work constructively as part of a team, understanding school roles and responsibilities and your own position within these	*		A, I
An awareness of key influences and factors that impede child development e.g. family history, poverty and traumatic events.	*		A, I
Knowledge of strategies to support young people and families	*		A, I
Knowledge of how to effectively manage and lead an area of responsibility.	*		A, I
Specialist skills/training in interventions/therapeutic programmes		*	A, I
Experience of leading Early Help Meetings and/or participation in other multi-agency meetings		*	A, I
An awareness of a range of local and national statutory and voluntary agencies that families can access, be signposted or referred to.	*		A, I
Undertaken a range of relevant training such as Team Teach, Lego Therapy, Talk and Draw, Bereavement training etc.		*	A, I

EXPERIENCE	Ess	Des	MOA
Experience of dealing with queries from a wide range of people	*		A, I
Experience of working effectively with children, young people and families in challenging circumstances.	*		A, I
Experience of working as part of a team including multi-agency working.		*	A, I
Experience of organising work tasks and duties to meet appropriate service standards e.g. in terms of timeliness, accuracy and customer care	*		A, I

BEHAVIOURAL AND OTHER RELATED CHARACTERISTICS	Ess	Des	MOA
Fully adhere to relevant safeguarding policies such as the school's child protection policy, safer working practice and Keeping Children Safe in Education	*		A, I
Willing to abide by the school's Equal Opportunities Policy in the duties of the post, and as an employee of the Council.	*		I
Willing to carry out all duties having regard to an employee's responsibility under the school's Health and Safety Policies	*		I
To display a responsible and co-operative attitude to working towards the achievement of the service area aims and objectives	*		I
An ability to respect sensitive and confidential work.	*		I
Commitment to own personal development and learning.	*		I

METHOD OF ASSESSMENT(MOA)	A = Application Form
	T = Test
	I = Interview
	C = Certificate