

## FIVE RIVERS MULTI ACADEMY TRUST JOB DESCRIPTION / PERSON SPECIFICATION

|                        |  |
|------------------------|--|
| Post Title             | <b>LEARNING MENTOR</b>   |
| Grade                  | <b>Grade 5</b>   |
| Responsible to         | Principal / Senior Learning Mentor   |
| Responsible for        |  |
| Purpose of job         | To provide a complimentary service to existing teachers and pastoral staff in schools in the EIC areas, addressing the needs of the children who need help to overcome barriers to learning both in and outside school, in order to achieve their full potential.  |
| Normal base of work    | <b>Abbeyfield Academy – Orphanage Road SHEFFIELD S3 9AN</b> – however there may be some requirement to work from other Five Rivers Trust sites as appropriate.   |
| Safeguarding statement | <p>Five Rivers MAT is committed to safeguarding and promoting the welfare and safety of children and expect all staff to share this commitment. The successful candidate will be required to complete a Disclosure Barring Service check in line with Section 115 of the Police Act 1997.</p> <p>This post is exempt under the Rehabilitation of Offenders Act, so all criminal convictions must be stated, with dates. Failure to do so will disqualify individuals from appointment and, if appointed may render them liable to immediate dismissal without notice.</p> <p>An individual disqualified from working with children through any of the various means available is guilty of an offence if he or she knowingly applies for or accepts any work in a regulated position i.e. classified as working with children (Criminal Justice and Court Services Act 2000).</p> <p>The Five Rivers MAT will only offer appointments if the above checks are satisfactory; and will allow no unsupervised access to children before completion of all checks.</p> |

## **JOB DESCRIPTION: LEARNING MENTOR**

The post holder must, at all times, carry out his / her duties and responsibilities within the spirit of the Five Rivers Multi Academy Trust, the Trust's policies and within the framework of the Education Act 2002 and the School Standards

**The postholder must at all times carry out his/her duties and responsibilities within the spirit of the Academy / 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.**

### **Strategic Direction and School Development**

To ensure diversity within the school community is recognised and respected by actively promoting anti-racist and anti-oppressive practice.

- 1 To promote the speedy and effective transfer of pupil information from primary to secondary schools.
- 2 With teaching and pastoral staff, to participate in the comprehensive assessment of all children entering or returning to school and to identify those who need extra help to overcome barriers to learning inside and outside school.
- 3 To identify those children who would benefit most from a learning mentor and, working with others, draw 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 work closely with the local community and business mentors, and to link the programme within the area into other initiatives including EAZ's, HAZ's and the Secondary program.
- 8 To have a full knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for pupils, to broaden and enrich the curriculum.
- 9 To facilitate the sharing of information between local agencies, schools, authorities and other Learning Mentors, and be the point of contact for accessing a range of community and business based programmes and specialist support services, for example, Social Services, Education Social Work Service, the Youth Offending Team, and out of school study support and business and community mentors.
- 10 To network with other Learning Mentors and share best practise.
- 11 Establish links with Secondary school Learning Mentors, participation in Summer Schools to support transition of children.
- 12 Establish out of school study support clubs and activities, e.g. homework, lunchtime, breakfast, after school activities, holiday activity schemes.
- 13 Planned work with parents including development of parenting groups to increase positive parenting strategies
- 14 Contribute to the Health & Safety of pupils and other staff in accordance with Health & Safety regulations and School Policy.
- 15 Any other duties and responsibilities as may arise

\* 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

## LEARNING MENTOR PERSON SPECIFICATION

|                        | Essential   | Desirable  |
|------------------------|---|--|
| <b>Qualifications</b>  | <p>Educated to NVQ level 2 or equivalent or experience in a relevant field</p> <p>Excellent communication skills, both oral and written, with the ability to adapt effectively for different audiences and situations</p>   | <p>A professional qualification relevant to the post such as social worker, teaching, youth work or other relevant qualification</p> <p>Drivers licence</p> <p>Counselling / First Aid / Safeguarding / Prevent qualifications</p> |
| <b>Professionalism</b> | <p>Able to work with professional integrity, honesty and transparency and without judgement.</p> <p>Open and adaptable to new ways of working that promote the ethos of the Trust and the school</p> <p>Commitment to maintaining confidentiality at all times</p> <p>Committed to working well with colleagues, children and families, developing and maintaining positive working relationships.</p> <p>Ability to self-manage work-load and competing priorities</p> <p>An effective communicator, both written and orally including excellent report writing skills.</p> <p>Ability to listen, empathise and be a sensitive mediator and advocate on behalf of pupils</p> | <p>Shows a strong commitment to values which align well with the Trust &amp; the School</p> <p>Experience of being a role model with a team and supporting colleagues</p>  |

|   | Essential   | Desirable  |
|---|---|--|
| <b>Safeguarding</b>                       | <p>Up to date, working knowledge of Keeping Children Safe in Education</p> <p>Passionate about safeguarding children</p> <p>Commitment to the use of positive behaviour strategies to achieve a culture that promotes fairness, respect and consideration towards others</p> <p>Zero tolerance of bullying of any kind</p> <p>An understanding of the a school's role in supporting the whole child: relationships, identity, mental health, basic needs and overall well being</p> | <p>Safeguarding Training</p> <p>Experience of initiating school policies and procedures for Safeguarding</p> <p>Experience of multi-disciplinary team meetings and relevant safeguarding systems and processes</p> |
| <b>Professional development</b>           | <p>Evidence of and commitment to relevant professional development or study in the last 5 years</p> <p>Commitment to working collaboratively to improve practice</p>  | <p>Clear commitment to a future career with the Five Rivers Trust</p> <p>Experience of working collaboratively to improve practice</p>   |
| <b>Diversity Equality &amp; Inclusion</b> | <p>Promotes equality and celebrates diversity; understands the need for equity and equality; acknowledges and takes steps to eradicate unconscious bias in own practice</p> <p>An understanding of the principles of inclusion and a demonstrable commitment to inclusive education and the well-being of all children</p>  | <p>Experience of championing Diversity, Equality and Inclusion in professional setting</p>   |

|                   | Essential   | Desirable   |
|-------------------|---|---|
| <b>Experience</b> | <p>Ability to be tenacious and flexible and to try different approaches with children whose needs may be flexible</p> <p>Ability to communicate and champion the highest expectations to all, particularly pupils whose behaviour may be challenging</p> <p>Significant and successful experience working with children in a school setting, including working with individuals and groups to support learning in and out of the classroom</p> <p>A good understanding of how children learn and of strategies to motivate children who are experiencing barriers to learning</p> | <p>Experience of working with children and families in an educational context</p> <p>2-3 years' experience of working with children and their families in a paid or voluntary capacity</p> <p>Experience in and ability to manage complex situations involving children, families and staff</p> |