**FIVE RIVERS MULTI ACADEMY TRUST**

**JOB DESCRIPTION / PERSON SPECIFICATION**

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| Post Title | **LEARNING MENTOR** |
| Grade | **Grade 5** |
| 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 | **Abbeyfield Academy – Orphanage Road SHEFFIELD S3 9AN**  – however there may be some requirement to work from other Five Rivers Trust sites as appropriate. |
| Safeguarding statement | 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.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. 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).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. |

**JOB DESCRIPTION: LEARNING MENTOR**

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| 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 meand 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**

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|  |  | **Essential**  | **Desirable** |
| Qualifications | NVQ 2 or equivalent qualification or experience in a relevant field | Y |  |
| Experience | 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 | Y |  |
|  | Experience of working with professionals from a variety of outside agencies (police, social services, health etc) | Y |  |
|  | Experience of multi-disciplinary team meetings and relevant safeguarding systems and processes |  | Y |
|  | Experience of contributing to meetings | Y |  |
| Knowledge | A good understanding of how children learn and of strategies to motivate children who are experiencing barriers to learning | Y |  |
|  | A sound knowledge of the roles of the various outside agencies available to provide support to the school |  | Y |
|  | Knowledge and understanding of child protection legislation | Y |  |
|  | An understanding of the principles of inclusion and a demonstrable commitment to inclusive education and the well being of all children |  | Y |
|  | An understanding of the school’s ethos, strengths and challenges | Y |  |
| Skills | Ability to communicate and champion the highest expectations to all, particularly pupils whose behaviour may be challenging | Y |  |
|  | Ability to be tenacious and flexible and to try different approaches with children whose needs may be flexible | Y |  |
|  | Excellent communication skills, both oral and written, with the ability to adapt effectively for different audiences and situations | Y |  |
|  | Ability to prepare and present detailed reports in a clear and professional style | Y |  |
|  | Ability to work under pressure and meet deadlines | Y |  |
|  | Ability to maintain confidentiality and professionalism at all times | Y |  |
|  | Ability to listen, empathise and be a sensitive mediator and advocate on behalf of pupils | Y |  |
|  | Ability to work well as a member of the team and to gain the confidence of teachers, parents, carers and other professionals. | Y |  |