**Job Description**

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| **Job title:** Learning Mentor | |
| **Grade: Kent Scheme B (4)** | **Location: Astor Secondary School** |
| **Position reports to:**Behaviour and Attitudes lead / Deputy Head i/c Behaviour | **Liaising with:** Head Teacher, Trust (SSET) Leadership Team, School Leadership Team, Deputy/Assistant Head Teacher, Teaching and Support Staff, external agencies, students and parents. |

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| **Key duties and responsibilities** |
| **1. Student Support & Mentoring**   * Provide one-to-one and small group mentoring to students identified as at risk of underachievement or disengagement. * Develop individual action plans and set achievable goals with students, regularly reviewing progress. * Support students in developing self-esteem, confidence, motivation, and positive attitudes toward learning. * Act as a trusted adult and advocate for students, offering emotional support and guidance.   **2. Academic Intervention**   * Work with teaching staff to identify students needing additional academic support. * Assist students with study skills, organisation, time management, and revision strategies. * Support students in lessons where appropriate, helping them to access the curriculum effectively. * Monitor academic progress and liaise with subject teachers to adapt support strategies.   **3. Behaviour and Attendance**   * Support students with behavioural challenges through restorative approaches and positive behaviour strategies. * Work with the pastoral team to improve attendance and punctuality, including home visits or parent meetings if required. * Help students reintegrate into school following exclusions, prolonged absence, or transitions between key stages.   **4. Safeguarding and Wellbeing**   * Be alert to signs of safeguarding concerns and report appropriately in line with school policy. * Support students with mental health and wellbeing needs, referring to internal or external services as needed. * Deliver or co-deliver wellbeing programmes, such as mindfulness, emotional literacy, or anger management.   **5. Family and Community Engagement**   * Build positive relationships with parents/carers to support student development and address concerns. * Attend multi-agency meetings (e.g., Early Help, Child in Need) and contribute to support plans. * Liaise with external agencies (e.g., CAMHS, social services, youth workers) to coordinate support.   **6. Record Keeping and Evaluation**   * Maintain accurate and confidential records of interventions, meetings, and student progress. * Contribute to data analysis and reporting on the impact of mentoring and support programmes. * Participate in regular supervision and professional development to enhance practice.   **All staff at Samphire Star Education Trust have responsibilities to:**   * Uphold and promote safeguarding and welfare of children and young people, following all relevant policies and procedures. * Comply with the School / Trust policies and procedures on Health and Safety, Data Protection, Diversity Inclusion and Equalities and Data Protection. * Actively engage in personal and professional development opportunities. |

**Person Specification**

**Learning Mentor**

Applicants should describe in their application how they meet these criteria.

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|  | **CRITERIA** |
| **QUALIFICATIONS** | English and Math’s GCSE (Level 4 and above) or equivalent |
| **EXPERIENCE** | Previous experience of working with children (desirable) |
| **SKILLS, ABILITIES AND BEHAVIOURS** | Excellent communication and interpersonal skills, with the ability to build positive relationships with children, parents, and colleagues  Strong organisational and time management skills, with the ability to prioritise tasks and work effectively under pressure  Empathy and understanding of the challenges faced by children and families, with a commitment to providing support and guidance  Ability to work collaboratively with a range of professionals, including teachers, support staff, and external agencies  Strong problem-solving and decision-making skills, with the ability to identify and address issues proactively  Proficient in the use of ICT and relevant software to support learning and record-keeping  Thorough understanding of safeguarding and child protection policies and procedures  Commitment to continuous professional development and a willingness to undertake relevant training |
| **KNOWLEDGE** | Knowledge of policies and procedures relating to child protection, safeguarding, health and safety, security, diversity, inclusion and equalities, data protection and confidentiality. |