

Title: Learning Mentor
Scale: Level 3, Grade 4, Scale Point 7-9
Responsible to: SENDCo

Job purpose:

- To provide a complementary service to that provided by teachers and pastoral staff in order to address the needs of pupils, who need help and support to overcome barriers to learning, both inside and outside school, to achieve their full potential.
- To contribute to raising standards of attainment, improving attendance, reducing exclusions and maintaining good standards of behaviour.
- To offer support to children and families as part of early intervention (targeted support), acting as Lead Professional where appropriate.

Specific responsibilities:

- Working closely with parents, pupils, the SENDCo and class teachers, identify specific pupil needs and strategies to support them
- Communicate with and engage parents/carers, external practitioners and support agencies to achieve positive outcomes for pupils
- Work directly with pupils in a mentoring capacity. Identifying strategies for self-regulation, celebrating their achievements and championing them to other adults including teachers and parents
- Providing support to attend school regularly and on-time, support for homework, reading and other work necessary to keep up with the demands of school

AREAS OF RESPONSIBILITY AND KEY TASKS SPECIFIC TO THE ROLE

- Develop positive one to one mentoring relationships with pupils identified as needing support.
- Work collaboratively with teachers, pastoral staff, SENCO, Family Support Services and other external agencies to identify pupils with barriers to learning and at risk of disaffection in order to ensure that these receive support.
- Devise, implement and evaluate individual pupil action plans for pupils identified as needing support, working with teachers and other staff.
- Establish and maintain home/school liaison with the families and carers of pupils receiving support in order to keep them informed about pupil needs and progress, and to secure positive family and carer involvement and support.
- Establish good relations and work closely with other agencies who may also be involved in supporting a targeted pupil - e.g. Behaviour Support, Educational Psychologists, CCT and Voluntary Helpers - so that the needs of the pupil concerned are met in a focused and integrated way.
- Develop a full understanding and knowledge of the range of agencies and activities, which can provide support to vulnerable pupils.
- Act as Deputy Designated Safeguarding Lead, supporting the Headteacher in their role as DSL.
- Provide support for pupils within and outside school hours, e.g. supporting children attend breakfast club or providing after school activities that support mental health and well-being
- Act as Lead Professional for families working with Targeted Support at a level suitable for school and attend meetings regarding LAC and Child Protection when appropriate
Promote the efficient and effective transfer of pupil information at points of transition and support pupils during transition in line with policy and practice.
- Encourage positive attitudes to pupils receiving support and a shared understanding of their needs within the school.
- Liaise and meet regularly with the SENCo to report and discuss progress on specific children and families, taking specific action as agreed
- Attend appropriate CPD and support whole staff training to ensure best practice across the school
- Meet regularly with the Designated Lead for Safeguarding to discuss circumstances that may impact on children's ability to fully access school life and consider future actions to support individuals and families.
- To support pupils' integration during identified pressure point, e.g. lunchtimes

- Contribute to professional reports for external agencies and school leaders, where appropriate

PROFESSIONAL CHARACTERISTICS

In fulfilling the requirements of the post, the Learning Mentor will demonstrate essential professional characteristics, and in particular will:

- Build and maintain positive and professional relationships with pupils, treating all children consistently, with respect and consideration
- Be positive, friendly, understanding and approachable at all times
- Work collaboratively with colleagues, and build and maintain positive, professional relationships
- Promote positive behaviour patterns, raise self-esteem and improve independent working in pupils to assist their education and growth
- Support the physical, mental and emotional wellbeing of pupils
- Promote and support inclusion for all children, including pupils with SEN, EAL and those with a physical disability
- Support learners in identifying issues which are creating barriers to learning and help them in beginning to address these barriers
- Help develop pupils' confidence and self-esteem through listening to them and devising/identifying appropriate programmes of support
- Communicate with the SLT, class teachers and parents regarding the support in place for pupils and its effectiveness
- Through discussion with class teachers, parents and the SENDCo, as well as through observation and close interaction with identified pupils, develop a deep understanding of specific and individual traits, tendencies and behaviours that prevent those pupils from fully and positively engaging in their learning
- Develop specific, tailored, medium and short term support plans for pupils, which address their specific needs
- Support pupils in the classroom, playground, 1:1 setting or small group
- Analyse information from a range of sources to enable tailoring of support strategies to further support pupils' wellbeing
- Complete Early Help Assessment applications

CONDITIONS OF SERVICE

Governed by the NJC, supplemented by local conditions as agreed by the governors.

SPECIAL CONDITIONS OF SERVICE

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

EQUAL OPPORTUNITY

The post holder will be expected to carry out all duties in the context of and in compliance with the Council's

Equal Opportunities Policies.

This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description