



Job Description	Learning Mentor
Salary Scale	UR Grade F – Scalepoint 14-20 Term Time only 39 weeks

Purpose of Job:

To play a key role in providing a complementary and supportive service to all staff in school and those external agencies working with pupils and their families whose difficulties are providing significant barriers to learning.

The Learning Mentor role may include using strategies to:

- improve learning and raise attainment, including that of Gifted and Talented children
- improve attendance
- support excluded pupils
- raise standards of behaviour

To provide a complementary and supportive service to all staff in school and relevant outside agencies working with pupils and their families whose difficulties are providing significant barriers to learning

To work directly with identified individual or groups of pupils to help overcome barriers to learning, improve behaviour and raise achievement

To liaise with parents/carers, appropriate agencies and the wider school community to support all concerned with pupils who have been referred

Key accountabilities/duties/responsibilities:

There are six key responsibilities by which the Learning Mentors will make a significant contribution to the achievement and wellbeing of pupils: This list is not exhaustive.

- To improve the attendance and punctuality of identified pupils
- To improve the behaviour and wellbeing of individual children
- To support children who are experiencing barriers to learning
- To support learning at school and encourage links between home and school
- To improve the process of transition into, within and beyond school settings
- To work with the key-worker for at-risk pupils
- **The Learning Mentor will be a part of the Designated Safeguarding Team and will**
 - Will work proactively in partnership with the Designated Safeguarding Team
 - To triage Safeguarding concerns and taking appropriate action including liaising with the DSL Team, external agencies, pupils, parents and extended families.
 - To maintain accurate, confidential and up to date records and related documents using myconcern software

To improve the attendance and punctuality of identified pupils.

- Monitoring the attendance of individual pupils where this has been raised as a concern. Following school procedures to contact families and provide support where appropriate to improve attendance and punctuality
- liaising with EWOs (Education Welfare Officer) and partner learning mentors to implement strategies to improve pupil attendance and punctuality

- liaising with parents/carers to support their understanding of the school systems on attendance and punctuality
- providing appropriate support for parents/carers to ensure their child/children's regular and prompt attendance at school
- helping to identify those students at risk of exclusion
- liaising with and supporting partner learning mentors to provide first-day exclusion cover

To improve the behaviour and wellbeing of individual children.

- Developing effective exiting strategies for students in order that they continue to feel supported
- working alongside teachers, support staff and families to promote the effective use of behaviour management strategies
- developing and implementing appropriate support which will assist students in modifying inappropriate behaviour, developing positive self-images, enhanced educational achievement and reduce the likelihood of exclusion
- creating an atmosphere of trust and support by providing opportunities in which pupils feel able to discuss their progress, insights, opinions, targets and are confident to self-refer
- maintaining the health, safety, protection and wellbeing of pupils throughout the mentoring process
- promoting students' equality, diversity and rights

To support children who are experiencing barriers to learning.

- Working with staff to identify existing and potential barriers to pupils learning and progress
- planning relevant and appropriate support to help remove identified barriers to learning that prevent pupils achieving their full potential
- providing appropriate programmes of 1:1 or group support that enable pupils to take a full and confident part in all aspects of their learning and school life
- liaising regularly with staff to provide and receive up-to-date feedback on the monitoring and progress of all identified pupils
- developing, identifying and sharing strategies that have shown themselves to be effective in meeting the needs of individual and groups of pupils in order to ensure consistency and continuity of practice

To support learning at school and encourage links between home and school.

- Working with teachers to provide support for pupils and their families who join the school during the course of the academic year
- being fully aware of school policies and following school procedures in maintaining regular contact with families/carers of children in need of support, keeping them informed of needs and progress, with the purpose of securing family support and involvement. This will include developing knowledge of Child Protection procedures
- providing regular opportunities to liaise with families or carers to keep them informed about and involved in their child/children's progress

To improve the process of transition into, within and beyond school settings.

- Working closely with all school staff, parents/carers/ and external agencies to achieve a shared understanding of the needs of individual pupils
- liaising with the school Special Educational Needs Co-ordinator, Educational Social Workers and other statutory and voluntary agencies to access all forms of support. This could include contributing to Common Assessment Framework (CAF) and co-ordinating meetings with outside agencies to help support families and children
- working with teachers to identify pupils who require support in moving between key stages
- developing a range of strategies that support pupils in making successful transitions from one key stage to another including providing support on preliminary visits, contact with families and conducting follow-up visits where necessary to pupils in their next key stage
- helping to promote speedy and effective transfer of information from primary to secondary schools
- developing knowledge and making the best use of the range of activities, courses, external agencies and individuals that might be used and drawn on to provide additional support for pupils.
- establishing and maintaining effective links with appropriate outside agencies, community and business voluntary mentors in school to provide added support for individuals and groups of students

To work with the key-worker for at-risk pupils.

- Working with key staff and identified pupils to develop, agree and implement an action plan for those pupils based on an assessment of their individual needs

Safeguarding

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment.

Flexibility

The jobholder may be required to carry out other reasonable duties commensurate with the grade, as requested by line manager. This job description is not exhaustive and may change as the post or the needs of the Federation develop. Such changes will be subject to consultation between the post holder and their manager and, if necessary, further job evaluation.

Equality

We are committed to equality of opportunity in the provision of our services. All staff are expected to promote equality in the work place and in the services we offer.

Promotion of TEFAT Values

Put children first

We trust and value your professionalism
We share the responsibility for the learning and welfare of all of our children
Our purpose is to improve the lives of children

Be safe

Don't assume that someone else will do it
Look after yourself, your colleagues and all children
We are all responsible for each other's safety and well being
Discuss any concerns with an appropriate member of staff

Be kind & respect all

People are allowed to be different as are you
Kindness creates the positive environment we all need to flourish
This kindness should extend to ourselves as well as to others

Be open

If you can see a better way, suggest it
If someone else suggests a better way to you, consider it
We exist to nurture innovators and support those who take informed risks in the interests of children

Forgive

We all make mistakes
Admit them, learn from them and move on

Make a difference

Making the world a better place starts with you
Model the behaviour that you would like to see from others

Person Specification		Learning Mentor	
Criteria	Essential	Desirable	
Education			
Educated to NVQ Level 3/AS or A2 Level or equivalent experience.	✓		
Relevant Experience			
Experience of working with children and young people (preferably in an educational, youth or social services environment in in paid or unpaid employment.	✓		
Understanding of relevant policies and procedures such as child protection, health and safety, positive handling techniques, key worker role, data protection and school policies.	✓		
Knowledge & Skills			
Knowledge and understanding of safeguarding and promoting the welfare of pupils and supporting them at times of transition.	✓		
Awareness and understanding of issues relating to equality of access and opportunity.	✓		
To work effectively in a team and with individuals, families and other agencies for example, attending multi agency meetings/liaising with social workers, CAMHs etc	✓		
Have excellent listening skills and communicate effectively verbally and in writing with pupils and their families.	✓		
Provide a good role model to children and young people maintaining an approachable and professional manner in dealing with adults and pupils.	✓		
Be able to work sensitivity and maintain confidentiality when working with families, for example, dealing with families who have suffered a bereavement, social care intervention.	✓		
Evidence of successfully organising activities/events for pupils and/or young people.		✓	
Personal characteristics			
Willingness to undertake training and attend courses relevant to the post as required.	✓		
To be aware that the role will require regular outdoor work, supervising playground activities.	✓		
To have a can do attitude and be reliable and punctual.	✓		
Hold D1 driving licence		✓	