

## JOB DESCRIPTION AND PERSON SPECIFICATION

<b><u>Job Title:</u></b> Learning Mentor	<b><u>Grade:</u></b> F (points 14 – 19)
<b><u>Job Family:</u></b> Educational Support	
<p><b><u>Overall Purpose of Job:</u></b></p> <p>As a Learning Mentor, you will provide support and guidance to children and young people by removing barriers to learning in order to promote effective participation in learning opportunities, enhance individual learning, raise aspirations and achieve full potential.</p>	
<p><b><u>Main Responsibilities</u></b></p> <ol style="list-style-type: none"> <li>1. You will establish, develop and maintain effective and supportive mentoring and other supportive relationships by working directly with children/young people and those engaged with them.</li> <li>2. You will contribute to the identification of barriers to learning for individual children/young people and provide them with a range of strategies for overcoming the barriers.</li> <li>3. You will contribute to the comprehensive assessment of children/young people entering the academy and the review of their progress and achievements working collaboratively with special support services and academy staff.</li> <li>4. You will assist in the identification of early signs of disengagement/SEND/emotional dysregulation and contribute to and deliver specific interventions to support children/young people and staff.</li> <li>5. You may be required to support children/young people and staff across the academy to meet the needs of children/young people with sensory difficulties.</li> <li>6. You will develop, agree and implement a time bound action plan with groups and individual children/young people and those involved with them based on a comprehensive assessment of their strengths and needs.</li> <li>7. You will develop SMARTER targets and activities to remove barriers to learning.</li> <li>8. You will develop and maintain regular appropriate contact with the families and carers of children/young people who have identified needs, securing positive family support.</li> <li>9. You will provide a complementary service which enhances existing provision in order to support learning, participation and encourage social inclusion, sharing good practice between individuals and partner agencies.</li> <li>10. You will deliver small groups and/or 1:1 support sessions to support teaching staff, liaising with the subject leads/SENCO/SLT as appropriate.</li> <li>11. You will assist with the sharing of information, where appropriate, between local agencies, schools/academies, authorities and other learning mentors working within current legislation and within policy guidance.</li> <li>12. You will work with parents in an academy context, supporting them and building their engagement with their child's learning.</li> <li>13. You will develop and apply knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for pupils both in and out of the academy setting.</li> <li>14. You will undertake an assessment of the child and family's needs in accordance with agreed procedures including the formulation of intervention plans through the assessment framework.</li> <li>15. You may be required to assist in the development, implementation and monitoring of systems relating to attendance and integration.</li> <li>16. You may be required to undertake clerical/admin support e.g., dealing with correspondence, compilation/analysis/reporting on attendance, exclusions, making phone calls etc.</li> </ol>	

## **General**

17. You will be aware of and comply with policies and procedures relating to child protection, inclusion, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person without delay.
18. You will participate in training and other learning activities and performance development as required.
19. You will ensure you carry out your role in a way that demands high standards whilst supporting inclusion and welcoming diverse thinking.
20. You will ensure strict confidentiality in all areas of work.
21. You will work and process personal and sensitive information in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulations (UK GDPR).
22. You will ensure work is conducted in a way that protects the safety and security of information (e.g., strong passwords, reporting breaches, securing paper records, securely disposing of records).
23. You will understand and comply with the statutory guidance regarding safeguarding of children, always ensuring the safeguarding and promotion of children's welfare, reporting any concerns to the Designated Safeguarding Officer at once.
24. You will always comply with the Trust's policies and procedures.
25. You will undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation.

## **KNOWLEDGE, SKILLS AND EXPERIENCE**

### **Essential**

- GCSE grade C/4 or above, or equivalent, in Maths and English (C)
- A recognised and relevant vocational qualification (NVQ3) as well as having or working towards the Higher-Level Teaching Assistant qualification and/or equivalent proven practical work experience (C/A/I/R)
- Awareness of specialist curriculum area, and proven practical application in a similar environment (A/I/R)
- Previous experience of working effectively with children in the relevant age group and preferably in a school setting (A/I/R)
- Experience of delivering a range of imaginative and innovative approaches to removing barriers to learning (A/I)
- Experience of supporting young people with unpredictable and challenging behaviour (A/I/R)
- A good understanding of Health & Safety issues and good practice (A/I)
- Experience of working with and managing a group of young people (A/I/R)
- Experience of working with families with a variety of different issues (A/I/R)
- Experience of managing and improving attendance of young people in school (A/I/R)
- Experience of delivering small group/ one to one intervention to address low self-esteem, confidence and/or emotional issues (A/I)
- Experience of supporting children in the classroom (A/I/R)
- Experience of working in partnership with external agencies (A/I)
- High level of interpersonal skills including effective communication, advocacy and mediation skills with young people and staff (A/I)
- Ability to work independently as well as part of a team (A/I/R)
- Strong organisational skills (A/I)
- Excellent time management skills (A/I/R)
- Strong ICT skills and operational knowledge of Microsoft Office software (A/I)
- Strong and effective behaviour management skills (A/I/R)
- Ability to demand high standards from young people (A/I)
- Ability to inspire and motivate young people (A/I)
- Ability to prioritise work to meet conflicting deadlines (A/I/R)
- Ability to respect sensitive and confidential information (A/I/R)
- Ability to remain calm in challenging situations and/or when under pressure (A/I/R)

### **Desirable**

- Emergency First Aid or First Aid at Work qualification (C/A)
- Understanding of local and national teaching strategies e.g., literacy (A/I/R)

Key: C – Certificate; A – Application Form; I – Interview; R - Reference

### **Behaviours**

- Proactive
- Organised
- Effective
- Team Player
- Flexible
- Clear communicator
- Reliable
- Trustworthy

### **Contacts and Relationships:**

**Managers** - in daily contact with Principal/Head of Academy/Senior leaders within the academy

**Support Staff** – in daily contact with support staff who are involved in classroom support, administration, cover management, site supervision, cleaning, catering and health and safety.

**Trust Staff** – in occasional contact with wider Education team (e.g., Directors of Learning, Subject Directors, Executive Leaders)

**External** – in daily contact with parents/carers, external agencies, local authority, as required

### **Note:**

This job description is provided for guidance only and does not form part of the contract of employment.

The post holder will be subject to an enhanced DBS check with barred list check.