

# HEBER

## PRIMARY SCHOOL

*All belong, all achieve.*

### Job Description

**Post:** Learning Mentor  
**Grade:** Grade 6, SP 9 - 19  
**Reports to:** SENCO / Senior Leadership Team

#### Job Summary

The Learning Mentor will provide a complementary service to existing teachers and pastoral staff in a school setting in addressing the needs of pupils who need help to overcome barriers to learning, both inside and outside school, in order to achieve their full potential. S/he will work as part of a team including school staff and other agencies to ensure progress and achievement for pupils.

#### Principal Accountabilities

- Working with teaching staff in identifying pupils at risk of under-achieving.
- Taking responsibility for identified pupils in supporting them to achieve their targets
- In consultation with teaching staff, drawing up and implementing an individual action plan for each student.
- Lead on the running of breakfast club
- Developing a 1:1 relationship with pupils in order to monitor the pupils' progress towards agreed goals
- Developing a knowledge and appreciation of the range of activities, courses, opportunities, organisation and individuals that could be drawn upon to provide extra support for pupils.
- Maintaining contact with families and carers to foster a positive relationship with school and develop family support for the pupils.
- Being the focal point of contact between various agencies where a multiple agency approach is required for a targeted student, e.g. ESWS, Social Care and Health, Community Health and Youth Offending Team, so that the needs of the young person are met in a focused and integrated way.
- Using student tracking performance data in identifying and achieving targets.
- Working in a variety of ways to support, motivate and challenge pupils to raise levels of achievement. These may include support in class, 1:1 counselling, helping individuals and groups with work and developing skills, as well as developing and implementing Individual Action Plans.
- Keeping detailed monitoring and progress records and making it available to the Link Learning Mentor and the designated line manager in school(s) worked in.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- This job description is not necessarily a comprehensive description of the post. It may be reviewed once a year and it may be subject to modification or amendment at any time after consultation with the post-holder in order to ensure the smooth running of the school.

<p><b>General Statements</b></p>	<ul style="list-style-type: none"> <li>▪ Required to carry out all reasonable duties and responsibilities of the post in accordance with the Councils' policies and procedures and standing orders.</li> <li>▪ Enactment of Health and Safety requirements and initiatives as appropriate</li> <li>▪ All employees are required to declare any conflict of interest that may arise before or during their employment.</li> <li>▪ Any outside activities, either paid or unpaid, must not in the view of the School conflict with or react detrimentally to the Authority's interest, or in any way weaken public confidence in the conduct of the School's business.</li> <li>▪ Undergo and meet school conditions for a satisfactory enhanced CRB check.</li> <li>▪ Must comply with all equality legislation, policies and procedures; actively promote ways of eradicating and challenging racism, prejudice and discrimination through the School's policies and procedures.</li> <li>▪ To have due regard for safeguarding and promoting the welfare of children and young people, and to follow the child protection procedures adopted by the Southwark Safeguarding Children Board.</li> <li>▪ Ensuring work is line with the School's Green Commitment Policy goals.</li> <li>▪ Being aware of responsibilities under the Data Protection act for the security, accuracy and relevance of information held and maintained.</li> <li>▪ Treating all information acquired through your employment, both formally and informally, in strict confidence</li> <li>▪ To demonstrate a commitment to good customer care.</li> <li>▪ Any other duties of an appropriate level and nature will also be required.</li> </ul>
<p><b>To contribute as an effective and collaborative member of the School Team</b></p>	<ul style="list-style-type: none"> <li>▪ Participating in training to be able to demonstrate competence.</li> <li>▪ Participating in first aid training as required.</li> <li>▪ Participating in the ongoing development, implementation and monitoring of the service plans.</li> <li>▪ Contributing in meetings and being a supportive member of the school team.</li> </ul>

## Person Specification

		<b>Essential (E) or Desirable (D)</b>	<b>How assessed (A / I / T)</b>
<b>Knowledge / qualifications:</b>	<ul style="list-style-type: none"> <li>▪ NVQ Level 2 or equivalent qualifications and/or experience</li> <li>▪ Relevant knowledge of a range of activities, courses, opportunities, organisation and individuals related to the post.</li> <li>▪ Knowledge of the successful development and implementation of individual action plans.</li> </ul>	E  E  E	A  A/I  A/I/T
<b>Experience:</b>	<ul style="list-style-type: none"> <li>▪ Experience of successfully addressing the needs of pupils at risk of underachieving.</li> <li>▪ Experience of counselling, 1:1, group work and developing pupil skills.</li> <li>▪ Experience of maintaining detailed monitoring and progress record systems.</li> </ul>	E  E  E	A/I  A/I  A/I
<b>Aptitudes, skills and competencies:</b>	<ul style="list-style-type: none"> <li>▪ Ability to identify individual's barriers to learning and jointly engage in strategies to overcome these barriers.</li> <li>▪ Ability to communicate effectively with staff at all levels within the school and outside agencies</li> </ul>	E  E	A/I/T  A/I/T
<b>Special conditions:</b>	<ul style="list-style-type: none"> <li>▪ Motivated to work with children &amp; young people.</li> <li>▪ Ability to form &amp; monitor appropriate relationship &amp; personal boundaries with children &amp; young people.</li> <li>▪ Emotional resilience in working with challenging behaviours.</li> <li>▪ Appropriate attitudes to use of authority &amp; maintaining discipline.</li> <li>▪ The postholder may be required to work outside of normal school hours on occasion, with due notice.</li> <li>▪ All postholders will be required to undertake an enhanced DBS check. Individuals on the children's barred list (and adults barred list where relevant) should not apply.</li> <li>▪ An understanding of the principles of Keeping Children Safe in Education and a commitment to ensuring the health, safety and wellbeing of all children.</li> </ul>	E E  E  E  E  E	A/I A/I/T  A/I/T  A/I/T  I  I  A/I