**Job Description**

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| **Post:** | Learning Mentor |
| **Grade:** | E |
| **Responsible to:** | Deputy Headteacher |  |
| **Hours:** | 8:15am - 4:00pm (with half hour lunch) Mon-Thu/ 8:15am – 3:45pm Friday  8:30am - 4:15pm (with half hour lunch) Mon-Thu/ 8:30am – 4:00pm Friday |  |
| **Contract type:** | Full time fixed term (12 months) |  |

**MAIN PURPOSE**

Provide pastoral support and care to pupils within a key stage, so that they can flourish spiritually, academically and personally.

**MAIN DUTIES**

**Pastoral Interventions**

* Research and plan appropriate interventions for individuals and groups of pupils
* Provide mentoring, coaching, workshops and other pastoral interventions to identified pupils under the direction of the deputy head teacher
* Planned face-to-face interventions should make up a minimum of 12 hours per week
* Work with other pastoral colleagues to ensure a holistic approach to supporting pupils with complex barriers to success
* Attend and contribute to meetings as appropriate to discuss specific pupils and/or interventions

Student Reception

* Provide a first point of call for pupils requiring assistance throughout the day on a rota with other pastoral staff
* Create a culture of high support and high challenge to ensure that wherever possible, pupils are supported so succeed in lessons
* Provide first-aid as and when required to pupils and staff, on a rota with other pastoral staff

Administration

* Maintain accurate records of interventions
* When staffing the student reception, maintain accurate records of pupils accessing the service and communicate with staff, students and parents as necessary
* When conducting first aid support, maintain accurate records of care given and pass on any health and safety issues to the school’s health and safety lead
* Analyse relevant data for pupils within the relevant key stage, including but not limited to behaviour, attendance and safeguarding reports, in order to identify pupils requiring intervention and in order to assess the impact of interventions
* Communicate with parents, staff and pupils as appropriate within your role (including in writing and phone calls)
* Liaise with external agencies to coordinate additional interventions for pupils within the key stage

**Professional Development**

* Read widely on research informed behaviour strategies, trauma informed practices and government guidance to ensure that our pupils receive the very best pastoral support to help them to be successful during their time at the academy and beyond
* Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
* Take part in the school’s appraisal procedures
* Undertake Trauma Informed School training
* Attend whole school briefings and training as directed by the deputy head pastoral

Professional responsibilities

* Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
* Be aware of differences and help to ensure everyone has equal access to the services of the school and feels valued, respecting their social, cultural, linguistic, religious and ethnic background
* Contribute to the school ethos, aims and development/improvement plan
* Work as part of a team, appreciating and supporting the role of other people in the team
* Attend and participate in meetings as required
* Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
* Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
* Work with the SENDCO and class teachers, to ensure that the needs of the more able students and those with special educational needs are met.
* Promote the safeguarding of all pupils in the school
* Carry out all roles and responsibilities in a way which reflects the mission and values of St Michael’s CE High School.
* Establish and promote productive relationships with staff, students, parents/carers and governors, acting as a role model and setting high expectations
* Contribute to a culture of continuous improvement
* Comply with all reasonable management requests
* Supervise children at lunchtime, as required, supervise examinations and after school provision in a variety of ways.

**GENERAL:**

* This job description is a representative document. Other reasonably similar duties may be allocated from time to time commensurate with the general character of the post and it’s grading.
* All staff are responsible for the implementation of the Health and Safety Policy as far as it affects them, colleagues and others who may be affected by their work. The postholder is also expected to monitor the effectiveness of the health and safety arrangements and systems to ensure that appropriate improvements are made where necessary.
* School has approved a policy on Equal Opportunities in Employment and copies are freely available to all employees.
* A requirement to work after hours, to include attendance at consultation evenings, open evenings and other after school events (time off in lieu of hours worked as agreed with Line Manager).
* The ability to drive the school minibus is desirable.

**PERSON SPECIFICATION – LEARNING MENTOR**

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| Personal Attributes Required  (considerations) | Essential (E)  or  Desirable (D) | Method of Assessment  (suggested) |
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| **QUALIFICATIONS/TRAINING** |  |  |
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| Level 2 qualification or equivalent in Maths/Numeracy and English/literacy.  Level 3LDSS or equivalent qualification of working with young people.  Level 4 LDSS or equivalent qualification of working with young people.  Evidence of Continuous Professional Development. | E  E  D  E | AF  AF  AF  I |
| **EXPERIENCE** |  |  |
|  |  |  |
| Proven track record of working with children and young people.  Understanding of principles of child development, learning styles and independent learning.  Understanding of inclusion, especially within a school setting.  Working knowledge of relevant policies/codes of practice/legislation.  Understanding of statutory framework relating to teaching and learning.  Ability to relate well to children and adults. | E  E  E  E  E  E | AF + I  AF + I  AF + I  AF + I  AF + I  AF + I |
| **SKILLS/KNOWLEDGE/APTITUDES** |  |  |
|  |  |  |
| **Communication & Influence**  Selects the appropriate content and delivery style to communicate ideas, plans and decisions. Ensures communication delivers the right sense of urgency and importance. Speaks and writes in a way that results in an effective action. Asks questions to check understanding of the message and understands the importance and benefit of two-way communication. | E | AF + I |
| **Team working**  Builds trust and respect with individuals throughout the school, developing collaborative and consultative working relationships across schools. Communicates openly and interactively, listening carefully to others and valuing their opinion. Openly shares information and own expertise with others to enable them to achieve their goals. | E | AF + I |
| **Organisational awareness**  Keeps up to date with educational developments, analysing and interpreting how this impacts on own area of responsibility. Uses this external awareness to see new and different possibilities, thinking laterally to develop creative and innovative ideas and practical solutions to meet the needs of the school. Regularly networks inside and outside the school to exchange ideas and information. | E | AF + I |
| **Adaptability**  Contributes personally to the change process. Helps others to understand the need and reasons for the change. Effectively implements new ideas and methods to adapt working practices. Helps plan, develop, set up and monitor systems and processes to effect change. Challenges existing practices and conventional thinking. | E | AF + I |
| **Use of technology**  Is able to use and understands the purpose of Information Communication Technology (ICT) and is able to develop the use of technology within own workplace by utilising a variety of standard software available. Is able to manipulate data and extract information, which is then presented in an appropriate format. Has the ability to share skills and knowledge within the workplace and provides advice and guidance to others. | E | AF + I |
| **Professional Values and Practice**  Demonstrates high expectations for all pupils.  Ability to build and maintain successful relationships with people, treat them consistently, with respect and consideration.  Ability to work collaboratively with colleagues and carry out the role efficiently, knowing when to seek help and advice.  Ability to improve own practice through observations, evaluation and discussion with colleagues. | E  E  E  E | AF + I  AF + I  AF + I  AF + I |
| **SPECIAL REQUIREMENTS** |  |  |
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| Willingness to undertake appropriate first aid training.  Ability to drive the school minibus  Required to complete Support Staff Induction Programme. | E  D  E | I  I |

Prepared by: AF = Application Form

I = Interview

Date: T = Test