



Learning Mentor Job Description

The Learning Mentor will provide a complementary service to teachers and other staff, addressing the needs of children who require assistance in overcoming barriers to learning in order to achieve their full potential, or accessing the curriculum.

The Learning Mentor will work with a range of pupils, but give priority to those who need the most help, especially those experiencing multiple disadvantages including:

- Children with special or medical needs
- Challenging behaviour
- Children with a statement of special educational needs

The Behaviour Support Learning Mentor will be predominantly education based but will have a wider remit including working with families and the wider community

The Behaviour Support Learning Mentor will work with children on a one-to-one basis or in small or large groups, acting as a:

- Listener
- Facilitator for learning
- Encourager
- Motivator
- Role model

Core Purpose

- To support pupils who are facing difficulties in school because of issues related to social, emotional, personal, behavioural problems or other factors.
- To help these pupils overcome their barriers to learning and fully engage with lessons to become more effective learners, and to improve academic and pastoral progress.

General Responsibilities

- To devise, implement and evaluate specialised programmes of work to encourage and promote a pupil's social emotional and behavioural development.
- To work with teaching staff and/or other support staff in devising and implementing individual learning plans to promote pupils' academic, social, emotional and behavioural development.
- To plan and facilitate structured games and activities, to support pupils to make appropriate use of unstructured times.
- To plan and draw up approaches that could be used to support pupils both individually and within a group. To train and support identified school staff, by modelling approaches, with a view to staff feeling confident and able to use the approaches following the withdrawal of Learning Mentor.
- To work with individuals & groups both within and outside the classroom setting
- Participate in continuous professional development training for the creation of nurture groups.
- To organise and run extracurricular activities during playtime, lunch and out of school activities.
- Organise lunchtime activities to support pupils who have difficulties at break time.
- Help children to manage and resolve conflict by using and teaching them a variety of strategies.
- To observe and monitor pupil progress, adapting an agreed approach to meet particular needs, recording and maintaining records of pupils' development and progress.
- To contribute to the assessment of pupil progress and to produce detailed written reports outlining pupil progress.
- Work effectively and collaboratively with teachers, support staff and external support as required to ensure effective support provision for all our pupils.
- Under the direction of all staff, help to create criteria for identifying those children who need Learning Mentor support.
- Help plan the reintegration of children's after extended absence or exclusion.

- Outreach to families whose home circumstances appear to present a significant barrier to successful learning, and work with parents to help the student achieve their targets.
- Monitor children's progress before, during and after intervention to measure the impact of the intervention strategy on progress; include student evaluations
- Maintain a record of evaluations as evidence of effective practice, support and guidance
- Identifying, in association with school staff, pupils who would benefit from mentoring.
- Setting up and running circle time sessions and anger management groups where necessary.
- Networking with other Learning Mentors to share good practice.
- Create a directory of resources, activities, organisations and support services which can be drawn upon by staff/parents to support children identified.
- Organise training for other Learning Support Assistants/Teaching Assistants when/if necessary.
- Regularly monitor and reward the achievement of children working with you with whom we are working
- Attend and participate in multi-disciplinary meetings contributing to the sharing of information and/or planning in relation to specific pupils.
- To continue to be current and up to date with new initiatives and supportive programmes as well as actively seek their own professional development.
- Participate as required in relevant training which has been identified by the members of the Senior Leadership Team.
- Ensure confidentiality is maintained at all times.
- Any other duties relevant to the work of the post holder as requested by the Senior Leadership Team.
- Any other duties as directed by the Executive Headteacher/ Head of School.

Person Specification

RITERIA	ESSENTIAL QUALITIES	DISIRABLE
Qualifications and training	<ul style="list-style-type: none"> • Level 3 NVQ or relevant experience 	<ul style="list-style-type: none"> • Learning Mentor Training • Counselling Training
Experience	<ul style="list-style-type: none"> • Working with children of the relevant age, and managing situations relating to challenging behaviour • Assessing pupils' needs and barriers to learning • Delivering programmes with pupils with challenging behaviour, including one-to-one, small group and whole-class activities • Coaching and advising staff on suitable behaviour interventions • Working closely with families/carers, including carrying out home visits • Working collaboratively with outside agencies and participating in meetings <p>Add any further experience needed</p>	<ul style="list-style-type: none"> • Previous experience as a learning Mentor •
Skills and knowledge	<ul style="list-style-type: none"> • Strong listening skills and proven ability to deal with sensitive situations with integrity • Proven ability to communicate effectively with adults and children, including through written and verbal communication • Proven ability to create good relationships with pupils, staff and parents • A well-developed understanding of strategies to manage and support young people with challenging behaviour in a school environment • Proven ability to tailor interventions to individual pupils • Excellent understanding of safeguarding policies and procedures and their role in child protection • Proven ability to be flexible to changing workload demands and new challenges • Ability to use IT systems and to conduct analysis and produce reports <p>Add any further skills and knowledge needed</p>	<ul style="list-style-type: none"> • Expert skills and knowledge; craft; sports;languages
Personal qualities	<ul style="list-style-type: none"> • Willingness to provide the best possible opportunities for all pupils • Ability to relate to young people and act as a positive role model • Well-developed sense of empathy • Organised, proactive and self-motivated • Good time management skills • Commitment to upholding and promoting the ethos and values of the school • Ability to work collaboratively • Ability to work well under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding, equality, diversity and inclusion <p>Add any further qualities needed</p>	<ul style="list-style-type: none"> •