

METROPOLITAN BOROUGH OF KNOWSLEY

SCHOOL	MEADOW PARK SCHOOL
POST TITLE	LEARNING MENTOR
GRADE	LEVEL 2
RESPONSIBLE TO	LEAD TEACHER – PERSONAL DEVELOPMENT

MAIN PURPOSE

To support the Headteacher by developing and providing a complementary service to teachers and support staff in school, addressing the needs of children who need help to overcome barriers to learning both inside and outside the school, in order to achieve their full potential.

MAIN DUTIES

Support for Pupils

Promote the speedy and effective transfer of pupils through the various phases from pre-school settings to secondary including within school.

Develop an individual action plan for each pupil needing help to overcome barriers to learning and work with groups and/or individuals to achieve the goals defined in the action plans.

Develop a one-to-one mentoring relationship with pupils needing particular support to achieve the goals defined in their individual action plans.

Meet with parents/carers to gain support for their child's individual action plan.

Manage and resolve any problems or situations that arise with pupils, seeking advice where there are no recognised procedures or precedents.

Act as a role model for all pupils setting high expectations in line with established school procedures.

Develop and promote inclusive practices and the acceptance of all pupils.

Encourage pupils to interact and work co-operatively with others and engage in a range of learning activities.

Promote pupil self esteem and independence, developing and employing a range of strategies to recognise and reward achievement within established school procedures.

Provide feedback to pupils in relation to progress and achievement via review meetings and reports.

Liaise with external agencies to provide feedback on a pupil's progress against the individual action plan and to ensure comprehensive and co-ordinated support for pupils.

Support for the Teacher

Work with teachers and support staff, take the lead in the comprehensive assessment of children selected by the Headteacher or his/her nominated representative, in order to identify those children (both inside and outside school) who need extra help in overcoming barriers to learning.

Support the Headteacher by taking responsibility for the development and provision of a complimentary service to teachers and support staff and by addressing the needs of pupils who need help to overcome barriers to learning both inside and outside the school, in order to achieve their full potential.

Support the Designated Safeguarding Lead (DSL) in reviewing, developing and promoting policies relating to Safeguarding. Meet with the DSL on a regular basis to review all safeguarding cases.

Identify those children who would benefit most from a Learning Mentor. Work with others to draw up an action plan for each pupil who needs particular support.

Establish a clear framework for pupil discipline, anticipate and manage pupil behaviour constructively and promote self-control and independence, in line with established school policy.

Maintain regular contact with families / carers of children in need of extra support and keep them informed of the child's needs and progress in order to secure positive family support and involvement.

Work closely with the class teacher and SENCO to ensure that the needs of gifted and talented children and those with special educational needs are met.

Support for the Curriculum

Have knowledge and appreciation of a range of activities, courses, opportunities, agencies and services that could be drawn upon to provide extra support for pupils.

Work on the curriculum with identified pupils, encouraging and motivating them to work towards being re-integrated back into the main stream school environment. As necessary use judgement to make adjustments to the curriculum to suit individual pupils.

Support for the School

Comply with all school policies and in particular the procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person.

Act as operational lead for Safeguarding within the school, including: representing the school at meetings with parents/carers regarding safeguarding issues and attending safeguarding case conferences with representatives from other agencies; recording safeguarding disclosures made by pupils, dealing with disclosures made to other members of staff and deciding on appropriate action; ensuring that confidential, detailed and accurate records of safeguarding concerns are maintained and securely stored.

Attend bi-annual Safeguarding training course and as necessary, disseminate information to other members of staff.

Liaise with the school Attendance Team regarding pupils needing support whose attendance is causing concern.

Be aware of and support difference and ensure all pupils have equal access to opportunities to learn, develop and feel valued, respecting their social, cultural, linguistic, religious and ethnic background.

Contribute to the aims and ethos of the school and to the development/improvement plan.

Facilitate the sharing of relevant information between local agencies and schools and be the joint point of contact for accessing a range of community and specialist support services, e.g. Social Services, Family First.

Report on the implementation of all action plans to the Associate Headteacher.

Attend and participate in network meetings sharing best practice to support others.

Undertake personal development through training and other learning activities including performance management as required.

Complete all associated paperwork and undertake all necessary administration relating to the role.

Comply with all the Council's Standing Orders and Financial Regulations*. (**Delete if post is not funding wholly or in part by EIC*).

Note This is not a comprehensive list of all the tasks which may be required of the postholder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

Personal Attributes

Communication & Influence

Exercises highly developed interpersonal skills in order to meet the often demanding needs of clients. 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 effective action. Asks questions to check understanding of the message and understands the importance and benefit of two-way communication.

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.

Organisational Awareness

Keeps up to date with educational developments, analysing and interpreting how this impact 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.

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.

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.

Professional Values and Practice

Demonstrates high expectations for all pupils.

Ability to build and maintain successful relationships with pupils and adults, treat them consistently, with respect and consideration and demonstrate concern for pupil's development as learners.

Ability to work collaboratively with colleagues and carry out the role effectively, knowing when to seek help and advice.

Ability to improve on own practice through observations, evaluation and discussion with colleagues.

Experience & Knowledge

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 and legislation.
Understanding of statutory framework relating to teaching and learning.
Ability to relate well to children and adults.
Ability to work with people who through their circumstances or behaviour place significant emotional demands on the postholder.
Knowledge of SIMS and CPOMS.
Working knowledge of Safeguarding and Child Protection protocols.

Qualification & Training

Level 2 qualification or equivalent in Maths/numeracy and English/literacy.
Level 4 LDSS or equivalent qualification of working with young people.
Willingness to undertake all relevant training courses (e.g. bi-annual Safeguarding course).
Willingness to undertake appropriate first aid training.
Evidence of Continuous Professional Development.

Date Issued:

Line Manager Signature:

Employee Signature:
