



Notley High & Braintree Sixth Form

Job Description & Person Specification

Learning Mentor

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| Job Title: | Learning Mentor |
| Scale: | 3 |
| Responsible to: | Supporting students with SLC needs |
| Responsible for: | N/A |

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| Job Purpose: | To support pupils who are facing challenges in school and to these pupils overcome their barriers to learning and full engage with lessons to become more effective learners, and to improve academic and pastoral progress. |
| Duties & Responsibilities: | <ul style="list-style-type: none"> • To support students with SLC needs as part of a more specialist provision unit within the school. • To focus on 1:1 or small group interventions with vulnerable students with particular Language needs. • To provide admin support for the Learning Support department, including setting up testing and assisting in the completion of statutory paperwork. • To provide learning and care support for students with special educational needs (SEN) to help work towards the outcomes on their education and health care plans (EHCP). • To work in partnership with class teachers to support learning in line with the national curriculum, codes of practice and School policies and procedures. • Establish positive relationships with students supported. • Be responsible for the sharing of impact statements for the interventions carried out by the Learning Support department. • Support the use of ICT in the classroom and develop pupils' competence and independence in its use. • Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate. • Promote positive student behaviour in line with School policies and help keep students on task. • Interact with, and support students, according to individual needs and skills. • Promote the inclusion and acceptance of children with special needs within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources. • To participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour. • Monitor and record pupil activities as appropriate writing records and reports as required. |



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| | <ul style="list-style-type: none"> To support learning by arranging/providing resources for lessons / activities under the direction of the teacher. Assist with the development and implementation of Pupil Passports and One Planning. To attend to students' personal needs including help with social, welfare, physical and health matters, including minor first aid. To assist with the preparation, maintenance and control of stocks of materials and resources. Liaise with other staff and provide information about pupils as appropriate . To supervise pupils for limited and specified periods including break times when the postholder should facilitate games and activities. To assist with escorting students on educational visits. |
| General: | <ul style="list-style-type: none"> Participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with their line manager. Comply with individual responsibilities, in accordance with the role, for health & safety in the workplace. Comply with Data Protection Act 2018 and GDPR requirements in all working practices maintaining confidentiality, integrity, availability, accuracy, currency, and security of information as appropriate. Take personal responsibility for all personal data within own working environment. Ensure that all duties and services provided are in accordance with the Trust's Equality & Diversity Policy. Bridge Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All Staff are expected to confirm they have read and understood KCSIE part one, annually each September. |

PERSON SPECIFICATION

| Criteria | Qualities | Essential/ Desirable |
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| Qualifications & Training | <ul style="list-style-type: none"> GCSE or equivalent level, including at least a grade C/grade 4 in English and maths. | D |
| Knowledge & Experience | <ul style="list-style-type: none"> Working with children of the relevant age and managing situations relating to challenging behaviour. | E |
| | <ul style="list-style-type: none"> Assessing pupils' needs and barriers to learning. | D |
| | <ul style="list-style-type: none"> Delivering programmes for pupils with Speech and Language needs, including one-to-one, small group and whole-class activities. | D |
| | <ul style="list-style-type: none"> Coaching and advising staff on how to support students with speech and language needs within the classroom. | D |
| | <ul style="list-style-type: none"> Knowledge of different strategies and programmes used to support students with SLC needs | D |



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| | <ul style="list-style-type: none"> • Working with people with additional medical needs • Working closely with families/carers, including carrying out home visits. • Working collaboratively with outside agencies and participating in meetings. • ELKLAN training | <p>D</p> <p>D</p> <p>E</p> <p>D</p> |
| Skills and attributes | <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/carers. • A well-developed understanding of strategies to manage and support young people with speech and language needs 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>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p> <p>E</p> <p>E</p> |
| 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. • Ability to self-evaluate own work and actively seek opportunities for development. • Commitment to maintaining confidentiality at all times. • Commitment to safeguarding, equality, diversity and inclusion. | <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> |
| Other | <ul style="list-style-type: none"> • Committed to equality and diversity • Commitment to own continuous personal and professional development • Committed to our Health and Safety policies and procedures • Compliance to Data Protection Act 2018 and GDPR principles/ requirements • Committed to safeguarding and promoting the welfare of children and young people | <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> |

The duties above are neither exclusive nor exhaustive and the post holder may be required to carry out appropriate duties within the context of the job, skills, and grade. This job description will be reviewed periodically and may be subject to amendment or modification at any time after consultation with the postholder.

Last updated June 2026.