



St Peter's CofE Junior School
LEARNING MENTOR JOB DESCRIPTION

Accountable to: Headteacher

Grade: Grade G (point 21-25)

The Learning Mentor will work directly with identified individuals or groups of pupils to help overcome barriers to learning, improve behaviour and raise achievement. The Learning Mentor will promote pupil's mental and physical welfare and ensure that the school consistently offers an excellent standards of care for all pupils.

Learning:

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning by helping them to overcome barriers to learning both inside and outside the school in order to achieve their full potential, and enable the school to raise standards of achievement and behaviour and to improve attendance.
- Establish productive mentoring relationship with identified pupils acting as a role model and setting high expectations.
- Develop and implement Individual Education Plans (IEPs).
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently while recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement and self-reliance.
- Provide feedback to pupils in relation to progress and achievement.

Nurture and positive play:

- Undertake a variety of duties to support to social, emotional, physical and educational needs of pupils, including the setting up and running of our school's nurture groups • Organise and manage an appropriate learning environment and resources.
- Organise lesson plans and worksheets.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lesson/work/plans as appropriate.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.

- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of evidence.
- Record progress and achievement in lessons/activities systematically, and provide evidence.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Secure positive family support and involvement through regular contact.
- Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on progress and achievement.

Other duties:

- Liaise with school staff, education welfare officers, and other agencies to identify pupils at risk of disaffection and with those agencies identify extra help to overcome barriers to learning.
- Share best practice and co-ordinate work to meet the needs in a focused and integrated way.
- Maintain a database of children's behaviour including records of incidents and action.

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as may be necessary from time to time.

LEARNING MENTOR PERSON SPECIFICATION

Person Specification:	Essential
Qualifications & Training	<ul style="list-style-type: none"> • • GCSEs or equivalent in Maths and English • Level 1 Safeguarding as a minimum • A positive approach to gaining further qualifications • Competency in terms of qualifications or life skills equivalent to at least NVQ Level 2.
Knowledge and Experience	<ul style="list-style-type: none"> • • • Experience of working in school. • A proven track record of work relevant with young people. • An understanding of issues related to disadvantaged sections of the community. • The ability to set targets for development as part of the learning action planning process and to devise, implement and evaluate action plans. • ICT literate.
Abilities and Aptitudes	<ul style="list-style-type: none"> • A commitment to improving the lives and learning opportunities of young people. • Ability to engage constructively with, and relate to, a wide range of young people and their families. • An ability to work effectively with children who are disengaged from school and learning. • Ability to work effectively with teaching staff, Leadership within school and the external agencies. • Ability to network effectively with a wide range of support services available. • Ability to work independently (with appropriate supervision) and as part of a team. • Good communication skills, both written and spoken. • A readiness to participate in training and professional development.
Personal Qualities	<ul style="list-style-type: none"> • • A commitment to the provision of high quality childcare • • A positive approach to learning and gaining new skills through teamwork and training opportunities • • A passion for promoting purposeful learning • • The ability to adapt to changing circumstances and needs. • • A positive attitude • • Ability to build a good rapport with children, parents, staff and other professionals. • • A readiness to maintain high expectations and standards for self and others. • • Excellent organisational, record keeping and planning skills • Punctuality and reliability • Patience and resilience • Honesty and trustworthiness • Communication skills with a particular emphasis on oral skills together with personal qualities of enthusiasm, good humour, determination and resilience • A positive approach to inclusive practice, with children and colleagues • Enthusiasm for working with children

