



## Sybourn Primary School

Job Description: Learning Mentor  
Pay Scale: Scale 5 Pt. 12-16  
Reports to: Advanced Learning Mentor  
Hours: 32.5 hours per week : Term Time Only  
08:30-16:00 with 1 hour unpaid lunch break

### **CORE PURPOSE:**

Providing support and guidance to children, young people and those engaged with them, by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve their potential

### **Supportive Mentoring Relationships**

- Follow referral procedures and criteria for learning mentor support. Specify cases that require highest and or immediate priority
- Identify pupils needing mentoring support and for providing comprehensive assessments of their personal, social and emotional needs
- To manage and be responsible for a caseload of individual mentees and groups including those with complex and challenging needs.
- Innovate and deliver effective, alternative programs to raise motivation, aspirations and develop positive behaviours.
- Review support and progress with the mentees and groups.
- Support pupils' successful transition to the next phases of education
- Act as key focal point for pupils needing additional care, guidance and support and those going through complex key transition stages in their lives e.g. family break up, loss, bereavement, friendships and illness
- Develop and implement alongside the Advanced Learning Mentor and other relevant staff, individual plans that challenge inappropriate behaviour, build positive self image, enhance educational achievement and reduce the likelihood of exclusion and early criminal behaviour.
- Ensure clear communication with teachers, support staff, families and professionals in order to promote the effective use of cohesive behaviour management strategies.

### **Extending Support for learning, participation and social inclusion**

- Ensure the speedy and effective transfer of information within and across educational establishments and settings
- Be responsible for ensuring continuity of support for those identified pupils throughout the transfer process by liaising with key staff in forwarding and feeder schools and colleges
- Provide significant contribution to the school's extended services by developing a range of additional activities, clubs and programs, which support educational opportunities, active participation, welfare and personal development
- Be responsible for initiating and sustaining support programs for targeted groups at risk of underachievement e.g. LAC, unattached asylum seekers, young carers, new entrants/non standard joiners, underage parents
- Monitor and evaluate the effectiveness of planned activities and the level of participation of those who take part in the programs
- Work with others to develop and implement strategies to improve attendance Manage the exclusion and reintegration of pupils who have been excluded from learning
- Enable young people to select a course of action that will support further learning, qualifications and career choices

- Support the attendance and punctuality of all pupils, and work to improve attendance rates where issues are identified, recognising how this links to pupils' wellbeing
- Completing home visits with another member of staff in relation to attendance or concerns regarding students

### **Working in Partnerships**

- Act as a point of call for parents and carers. Develop a wide range of approaches to help them support their children's learning, positive behaviour, attendance and wellbeing.
- Facilitate links between parents and external services, acting as a single point of contact for accessing specialist support.
- Collate detailed knowledge of support agencies and relevant schools.
- Develop and sustain effective working relationships with staff in other agencies and schools.
- Agree and record arrangements for joint working by taking an active role in ensuring support meets the needs of young people in a focused and integrated way
- Liaising closely with senior staff about safeguarding, child protection and identifying risk harm indicators.
- Keep relevant staff informed and contribute to joint decision making
- Be a member of the school safeguarding team

### **Other Responsibilities**

- Effectively manage your own workload.
- Be aware of and support differences, ensuring equal opportunities for all.
- Contribute to the overall ethos/work of the school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in relevant meetings as required.
- Identify your own learning needs, participating in training, performance development and other learning activities as required.
- Recognise your own strengths and areas of expertise, use these to advise and support others.
- Highlight any problems and concerns to the Advanced Learning Mentor.
- Any other duties or school requirements as directed by School Management.

*This job description sets out the duties of the post at the time it was drawn up.*

*The above mentioned duties are neither exclusive nor exhaustive and the poster holder may be required to carry out other relevant duties as directed by the Head Teacher, SLT or Office Manager within the school as may be reasonably expected. This is not a common occurrence and would not justify a reconsideration of the grading of the post.*

*The Trust is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and young people, and the successful applicant must provide satisfactory references and will be subject to an enhanced Disclosure and Barring Service disclosure, along with all relevant safeguarding checks.*

**Person Specification**  
**Learning Mentor**  
**Scale 5 Pt. 12-16**

**Essential:** Requirements without which the job could not be done.

**Desirable:** Requirements that would enable the candidate to perform the job well.

**Evidence:** A = Application Form, I = Interview, R = Reference.

Qualifications and Professional Development	Essential	Desirable	Evidence
Safeguarding Training (or willingness to train)	X		A
Good numeracy/literacy skills, with a minimum of Grade 4-9 (A-C) GCSE Maths and English or equivalent	X		A
First Aid Qualification (or willingness to train)	X		A
Mentoring or counselling qualifications		X	
Relevant ICT Packages Arbor, Family, Evolve or similar.		X	A, I
Commitment to professional development	X		A, I
Experience			
Working with young people, either paid or unpaid capacity	X		A, I, R
Managing situations relating to challenging behaviour	X		A, I, R
Delivering programmes - one to one, small groups and year groups	X		A, I, R
Accurate record keeping and report writing	X		A, I, R
Working closely with families, inc completing home visits		X	A, I, R
Coaching & advising staff on suitable behaviour interventions		X	A, I, R
Professional Knowledge and Understanding			
Proven ability to deal with sensitive situations with tact & integrity	X		A, I, R
Excellent interpersonal skills, ability to work with students & parents	X		A, I, R
Ability to deal effectively with social & emotional factors which affect a Essential child's capacity to learn	X		A, I, R
A well developed understanding of strategies to support young people	X		A, I, R
Skills or experience to working with children to raise self esteem and to Essential support anti-bullying strategies	X		A, I, R

<b>Personal Skills and Attributes</b>			
To communicate effectively in both verbal & written formats	X		A, I, R
Develop and maintain good professional relationships	X		A, I, R
Ability to deal sensitively with people and resolve conflicts	X		A, I, R
A commitment to safeguarding & promotion of the welfare of children	X		A, I, R
An ability to maintain confidentiality	X		A, I, R
<b>Other</b>			
Willingness to be involved in the wider life of the school	X		I,R
Ability to identify own training and development needs and cooperate with means to address these	X		I,R
Ability to attend home visits in the local area	X		I