



EMPLOYEE SPECIFICATION

POST TITLE: Learning Mentor

POST NUMBER:

Temporary

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Permanent

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Part Time

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Full Time

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Casual

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Hours of Work: 37 hours Term Time Only, plus 5 days

	Essential	Desirable	How Measured During Recruitment and Selection Progress
Qualifications	<ul style="list-style-type: none"> Good basic education to GCSE level in literacy and numeracy or the equivalent 	<ul style="list-style-type: none"> Educated to higher educational level with relevant degree in education, social care or mental health Commitment to own professional development 	Application Interview
Training/skills	<ul style="list-style-type: none"> Ability to develop positive working relationships with students and colleagues Assist students on an individual basis but also work as part of a team Support students so they can effectively access learning and make progress Supervise students and adhere to defined standards Liaise and communicate effectively with others 	<ul style="list-style-type: none"> Demonstrate ability to learn and adapt from past experience Identify gaps in own experience that they need assistance in filling Knowledge of barriers to learning for young people, especially those who may require additional support Competancy with systems such as CPOMS & SIMS 	Application Interview

	Essential	Desirable	How Measured During Recruitment and Selection Progress
	<ul style="list-style-type: none"> • Ability to support students in overcoming barriers to learning with practical strategies • Develop positive and purposeful relationships with parent/carers/families 		
Experience	<ul style="list-style-type: none"> • Experience of working with challenging and vulnerable 11-16 year olds in an educational or training setting • Experience of working with and supporting students towards defined targets and outcomes • Experience of using motivational techniques to support and increase engagement • Experience of attendance expectations and the daily monitoring of and the follow up procedures when learners are absent • Experience of successfully working and supporting parents/carers • Experience of daily input and adaptation of learning and support to meet the needs of all individuals as part of a diverse caseload which includes learners with Education, Health & Care Plans (EHCP) for Social Emotional 	<ul style="list-style-type: none"> • Experience of monitoring and evaluating academic progress and collating information each half term • Experience of processes and procedures of making Safeguarding referrals and following up with the East Riding and Hull's Safeguarding Children's Partnership • Experience of working effectively with internal and external agencies eg: Children's Social Care, Youth & Family Support, Youth Offending Services, the Police & PCSOs, Prevent Education Team • Experience of identifying barriers to learning and development including substance misuse, mental health concerns and appropriately referring to the correct agency/agencies • Experience of supporting 'Children Looked After' (CLA), their foster carers/children's homes & the local 	Application Interview References

	Essential	Desirable	How Measured During Recruitment and Selection Progress
	<p>Mental Health and/or Cognition & Learning</p> <ul style="list-style-type: none"> • Experience of identifying, supporting and motivating students into appropriate, sustainable Post 16 Positive Pathways 	<p>authority's Virtual School with the termly Personal Education Plan (PEP) process</p> <ul style="list-style-type: none"> • Experience of working collaboratively to achieve successful EHCP Planning/Transition meetings 	
Knowledge & Understanding	<ul style="list-style-type: none"> • Knowledge of strategies to support and improve individual behaviour and learning • Knowledge of using educational data to inform planning and support • Knowledge of strategies to engage parents/carers to support attendance and attainment 	<ul style="list-style-type: none"> • Knowledge of monitoring progress and appropriate adaptations to use to improve progress where there are gaps in learning • Knowledge of the Personal Educational Plan termly process and the Virtual School for CLA • Knowledge of the EHCP process and SEND Code of Practice (2014) 	Application Interview References
Skills	<ul style="list-style-type: none"> • Excellent written and verbal skills • Ability to produce concise reports/informative documents for professional meetings • Ability to understand and interpret academic/pastoral targets • Ability to think creatively to motivate all students to attend their full time provision, achieve their expected outcomes and transition into a Positive Post 16 Pathway • Ability to collaboratively work and support a diverse range of alternative provision staff both on site at the Hub school and across the various 		Application Interview

	Essential	Desirable	How Measured During Recruitment and Selection Progress
	alternative providers across Hull and East Riding		
Working Arrangements and Personal Availability	<ul style="list-style-type: none"> • Must be able to work unsupervised • Must be able to use own initiative • Must be flexible in order to manage the demands of the post • Must have access to a vehicle to enable independent travel across the East Riding and Hull to monitor and support students within the various alternative provision placements and to make regular home/welfare visits 		Application Interview References
Qualities	<ul style="list-style-type: none"> • Suitable to work with children, young people and vulnerable adults • Have high professional standards, both of themselves and colleagues • Resilient and able to work effectively in challenging circumstances to meet deadlines • Represents the Hub School & Alternative Provision in a professional manner at all times • Excellent communicator • Have empathy, humility and a good sense of humour 		Application Interview References

Completed by: _____

Signature: _____

Date: _____