

THE WOODROFFE SCHOOL

JOB DESCRIPTION



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TOGETHER WE SUCCEED

Job title:	Learning Mentor	Job Ref:	XS 10.a
Postholder's Name:		Grade:	6
Reports to:	INCO/SEN Co-ordinator (SENCO) / Intervention Leader / Class Teacher		

Main job purpose

Working under guidance: provide short term support in addressing the needs of a case load of pupils who are demotivated or disengaged to overcome a range of barriers to learning. This support is likely to include working individually with pupils, working with pupils in small groups, working with other parties/agencies including parents.

Main responsibilities and duties

Support for pupils:

1. Work with selected pupils out of the classroom situation. This could include pupils excluded from or otherwise not working to a normal timetable
2. Develop 1:1 mentoring arrangements with pupils which enable the pupil to agree plans and targets to move forwards
3. Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
4. Provide support to pupils to enhance their emotional health and well-being (EHWB)
5. Help pupils to follow individual Education Plans where appropriate
6. Assist in organising and running small group interventions e.g. circle time
7. Promote the speedy/effective transfer of pupils across phases/integration of those who have been absent
8. Challenge and motivate pupils
9. Promote and reinforce self-esteem
10. Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable
11. Act as a positive role model
12. Liaise with parents/carers as appropriate
13. Network with other learning mentors, teachers and professionals, eg educational psychologist

Support for the teacher:

14. Support pupils' access to learning using appropriate strategies, resources etc
15. Provide feedback on pupil's progress as required
16. Maintain records as agreed with other staff, contributing to reviews as requested

17. Assist in the implementation of strategies to promote positive behaviour and attitudes

Support for the curriculum:

18. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
19. Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning

Support for the school:

20. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equal opportunities and data protection, reporting all concerns to an appropriate person
21. Contribute to the overall ethos/work/aims of the school
22. Attend and participate in relevant meetings as required
23. Participate in training and other learning activities and performance development as required
24. Recognise own strengths and areas of expertise and use these to advise and support others
25. Supervise pupils on visits, trips and out of school activities as required
26. Clerical/admin support e.g. dealing with correspondence, making phone calls etc
27. Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.
28. To undertake other duties as may reasonably be required from time to time.

Knowledge & skills

Experience:

- Experience of working with children of relevant age
- Experience of working with pupils with additional needs

Qualifications:

- Numeracy and literacy skills equivalent to Adult Basic Skills level 2
- Completion of the National Learning Mentor training is desirable

Knowledge/Skills:

- Working knowledge of relevant policies/codes of practice and awareness of relevant legislation
- Working knowledge of national curriculum and other relevant learning programmes
- Understanding of principles of child development and learning processes and in particular, barriers to learning
- Developing knowledge of Local Authority, local and national organisations which can provide services and activities to support pupils and broaden and enrich their learning
- Ability to relate well to children and in particular to motivate children to engage in the learning

process

- Ability to work effectively with parents/carers and a range of professionals

Supervision and management

Supervision will be available from the classroom teacher on a daily basis and regularly within the day. Additional support may be provided by the SENCO/PTA or Lead Learning Mentor within the team. The postholder may be required to support the induction and further training of classroom Learning Mentors.

Problem solving and creativity

On a daily basis, within prescribed school guidelines and under the direction of the teacher, develop a range of strategies to engage individuals and groups of pupils, often with differing requirements, in the experience of learning and in their personal, social, health and moral education. For example, a reward system appropriate to an individual pupil.

Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers.

There will be occasional interruptions. Deadlines will relate and be appropriate to the timetable being followed.

Additionally, creativity and innovation are needed to meet the special education and care needs of individual pupils, such as those with significant physical disability and emotional difficulties, including regular exhibitions of challenging behaviour and aggression.

A creative approach to supervisory duties, training and in supporting staff is required.

Key contacts and relationships

Contact with all staff in school to pass and receive information, advice, guidance, suggestions and ideas.

Contact with Health Service professionals to provide daily support for the pupils with known medical conditions.

Contact with parents / carers and other agency staff to provide support for pupils, such as giving feedback on pupils progress. Such communications can be of a delicate nature depending on a pupils particular needs.

There will be regular contact with the Headteacher, relating to on-site supervision of TAs, deployment and cover arrangements.

Decision making

Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their education activities behaviour and care. These decisions often need to be made immediately to deal with the situation presented.

Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.

There will be often a need to make immediate decisions, without initial referral to teachers, in relation to immediate care, control and safety of pupils with special educational needs.

Decisions are made on the day to day deployment of Learning Mentor staff and resources, under the overall direction of teaching staff.

Resources

Books, stationery, writing equipment, ICT.

Working Environment

The range of areas, number of classrooms/halls etc will depend on the particular school.

Most of the working day is spent standing, with periods of crouching / bending to engage pupils in activities.

Occasionally, substantial physical effort may be required in providing assistance to pupils with significant physical disability. There may be an occasional need to physically lift pupils such as for safety or care needs and occasional unpleasant conditions relating to pupils' personal hygiene needs.

There are often physical risks associated with intervention in incidents of challenging behaviour, including aggression, which are encountered with pupils.

A normal school environment, although the job holder may be involved in external school activities, such as swimming and educational visits.

Equipment used will include photocopiers, computers, medical /sport /science /art /technology /home economics equipment and in the case of special schools additionally plus hoists, wheelchairs and minibuses.

While the level of pupil needs will vary from time to time, the job holder will be predominantly working with pupils who are especially difficult to engage in activities, may present more frequent behavioural problems and where the attention span presents greater challenges and a need for high levels of patience to attain pupils' individual targets.

Progression in Post (if applicable)

Progression to Grade 7 will be subject to the achievement of Level 3 NVQ 3 in Learning and Development and Support Services for Children, Young People and Those who Care for Them or Level 3 NVQ in Supporting Teaching and Learning in Schools or an appropriate specialist qualification at or above Level 3 NVQ.

Progression to Grade 9 will require the achievement of a Level 3 NVQ as above or an appropriate specialist qualification at or above Level 3 NVQ plus the achievement of or working towards Those

who Care for Them or appropriate specialist qualification at or above Level 4 NVQ. Achievement of or working towards “National Programme for Specialist Leader of Behaviour and Attendance” is desirable.

Further duties and skills expected for staff working at Senior Level (Grade 7):

- Participate in comprehensive assessment of pupils to determine those in need of particular help
- Plan effective actions for pupils at risk of underachieving
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils
- Work with other staff planning, evaluating and adjusting learning activities as appropriate
- Deliver, with support, small group interventions eg circle time
- Be pro-active in gaining comprehensive personal knowledge of Local Authority/local/national sources and contact in order to facilitate access to services, activities, courses, organisations and individuals to provide support for pupils and broaden and enrich their learning
- Monitor and evaluate pupils’ responses and progress against action plans to learning activities through observation and planned recording
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child’s attendance, access and learning and supporting home to school and community links
- Further admin support at a higher level e.g. compilation/analysis/reporting on attendance, exclusion etc.
- Take part in multidisciplinary meetings, Common Assessment Framework (CAF) assessments etc
- Undertake relevant and appropriate further training

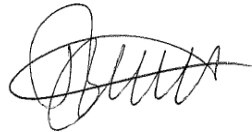
Further duties and skills expected for staff working at Principal Level (Grade 9):

- Take the lead addressing the needs of pupils who are severely disengaged from the learning process
- Plan, deliver and monitor small group interventions to meet pupils’ behavioural, personal or academic needs eg to develop self-esteem, address behaviour issues or develop organisational skills
- Provide objective and accurate feedback and reports to other staff on learning mentor intervention as required
- Liaise with feeder schools and other relevant bodies to gather pupil information
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc
- Take the lead in the development, implementation and review of individual Education/Behaviour/Support Mentoring Plans
- Chair multi-disciplinary meetings or reviews effectively
- Understand the principles and processes of the Common Assessment Framework (CAF)

- Be involved in completing CAF assessments, taking the lead in this as appropriate
- May act as the CAF 'Lead professional' where services are delivered by several agencies
- Will need to be the 'expert' on the availability of a range of opportunities, interventions and contacts to benefit the child and family and develop strong personal links in order to easily implement such opportunities
- Deliver appropriate training in intervention strategies to learning mentors and other staff
- Provide guidance to and supervision of other Learning Mentors
- Undertake relevant and appropriate advanced training

Signature of Postholder:

Date:



Dan Watts
Headteacher

Date: 29th June 2026