



## **Thorpedene Primary School and Nursery**

### **Job Description**

<b>Job Title:</b>	<b>Learning Mentor</b>
<b>Grade:</b>	<b>Level 6, SCP 13 – 20</b>
<b>Responsible to:</b>	<b>Inclusion Lead, Pastoral and Welfare Lead, SLT</b>
<b>Liaison With:</b>	<b>SLT, Class Teachers, Phase Leaders</b>

#### **KEY ROLE:**

The postholder will be responsible for supporting children across the school with behavioural, social, emotional and mental health needs under the direction of the Inclusion Lead and Pastoral and Welfare Lead. They will support pupils and families in helping to remove barriers to learning both within the school and with outside agencies where appropriate.

#### **MAIN DUTIES AND RESPONSIBILITIES**

##### **Supporting Pupils –**

- To work with individuals or small groups of children at the direction of the Inclusion Lead/Pastoral and Welfare Lead
- To support pupils with their individual needs, beyond the curriculum, as they arise in the school
- To ensure there is an understanding of the specific needs of pupils that are in the school where appropriate
- To implement appropriate strategies, support or interventions for pupils with Behavioural/SEMH needs
- To interact with and support pupils according to individual needs, ensuring appropriate resources / methods are selected to facilitate learning activities
- To establish a supportive relationship with pupils, in a range of formal and informal contexts
- To promote the inclusion and acceptance of pupils with any SEND ensuring they have access to learning both in and out of the classroom
- To attend to pupils' personal needs, including help with social, welfare and health matters including minor first aid
- To promote positive pupil behaviour in line with school policies and procedures modelling good practice
- To prepare and support pupils with transition, both within school, across key stages and between schools
- To assist pupils at the start and end of day, during breaks and lunchtimes around the school as required
- To provide regular feedback to pupils, staff and external agencies, both verbally and in writing
- To feedback to class teachers / Inclusion Lead/ SLT on the progress of children, keeping computerised records and completing school paperwork accurately and in a timely manner.

### **Supporting Families**

- To work with and liaise with families in a professional, supportive manner in regards to individual needs, support and safeguarding matters
- To be involved with planning, organising and implementing interventions that support SEMH needs for children both in school and with their families
- To create, implement and review action plans, in liaison with leaders and outside agencies
- To support the safeguarding of pupils in school and through external agency meetings and reporting.

### **General**

- To ensure all paperwork regarding individuals, whether internal or for external agencies is completed efficiently and to a high standard
- To participate in the performance management review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace.
- To maintain workplace confidentiality at all times
- To ensure that all school and Trust policies and procedures are followed.
- To support the school in wider activities e.g. trips/residentials
- To ensure that all duties and services provided are in accordance with the school's and Trust's Equal Opportunities Policy and practices
- To ensure that all duties and services provided are in accordance with the Trust's Data Protection Policy and practices and reporting to the DPL any concerns or requests.
- To undertake any training commensurate to the post and attend relevant meetings as required by the Trust.

The Academy Committee and the Trust Board is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade at any site within the Trust.

**Post Holder's Signature:** .....

**Date:** .....

**Line Manager's Signature:** .....

**Date:** .....

**Learning Mentor  
Person Specification**

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• GSCE/Equivalent A-C</li> </ul>	<ul style="list-style-type: none"> <li>• Further training relevant to the role</li> <li>• Learning Mentor Qualification</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working in a school setting with children in all primary key stages</li> <li>• Experience of working in a support role focusing on Behaviour/SEMH</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in more than one school</li> </ul>
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• Ability to prioritise work effectively</li> <li>• Ability to work effectively and manage workload to meet deadlines</li> <li>• Ability to work as part of a team</li> <li>• Understanding of social and emotional barriers to learning</li> <li>• Understanding of the educational, welfare and social needs of children</li> <li>• Ability to build positive relationships with pupils, parents/carers and external agencies in order to support children and their families</li> <li>• Proven excellent written and oral communication skills, including IT skills</li> </ul>	<ul style="list-style-type: none"> <li>• DSL trained</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Ability to maintain confidentiality in all circumstances</li> <li>• Proactive approach to work; being responsive, empathetic and supportive to all within the school</li> <li>• Ability to establish effective relationships with those working in and with the school</li> <li>• Ability to build and form good relationships with colleagues, families and pupils</li> <li>• Understand the importance of physical and emotional wellbeing of staff and pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Able to contribute new ideas and ways of working</li> </ul>