**FIVE RIVERS MULTI ACADEMY TRUST**

**JOB DESCRIPTION / PERSON SPECIFICATION**

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| Post Title | **LEARNING MENTOR** |
| Grade | **Grade 5** |
| Responsible to | Principal / Senior Learning Mentor |
| Responsible for |  |
| Purpose of job | Under an agreed system of supervision: take on a lead role within the school to address the needs of the pupils who need particular help to overcome barriers to learning |
| Normal base of work | **Tinsley Meadows Primary Academy – Norborough Road, Sheffield S9 1SG**  – however there may be some requirement to work from other Five Rivers Trust sites as appropriate. |
| Safeguarding statement | Five Rivers MAT is committed to safeguarding and promoting the welfare and safety of children and expect all staff to share this commitment. The successful candidate will be required to complete a Disclosure Barring Service check in line with Section 115 of the Police Act 1997.  This post is exempt under the Rehabilitation of Offenders Act, so all criminal convictions must be stated, with dates. Failure to do so will disqualify individuals from appointment and, if appointed may render them liable to immediate dismissal without notice.  An individual disqualified from working with children through any of the various means available is guilty of an offence if he or she knowingly applies for or accepts any work in a regulated position i.e. classified as working with children (Criminal Justice and Court Services Act 2000).  The Five Rivers MAT will only offer appointments if the above checks are satisfactory; and will allow no unsupervised access to children before completion of all checks. |

**JOB DESCRIPTION: LEARNING MENTOR**

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| The post holder must, at all times, carry out his / her duties and responsibilities within the spirit of the Five Rivers Multi Academy Trust, the Trust’s policies and within the framework of the Education Act 2002 and the School Standards |

**The postholder must at all times carry out his/her duties and responsibilities within the spirit of the Academy / School Policies and within the framework of the Education Act 2002, and School Standards and Framework Act 1998 with particular regard to the statutory responsibilities of the Governing Bodies of Schools.**

Main Duties and responsibilities

1. SUPPORT FOR PUPILS

* Take a lead role in managing and delivering pastoral support to pupils
* Manage the supervision of pupils excluded from, or otherwise not working to a normal timetable
* Attend to pupils’ personal needs and provide advice to assist in their social, health & hygiene development
* Undertake comprehensive assessments of pupils to determine those in need of particular help
* Assist the teacher with the development and implementation of Individual education/behaviour/support/mentoring plans
* Take a lead role in the provision of support for pupils with special educational needs
* Establish productive working relationships with pupils, acting as a role model
* Arrange and develop 1-1 mentoring arrangements with pupils and provide support for distressed pupils
* Take a lead role in managing the speedy/effective transfer of pupils across phases/intergration of those who have been absent
* Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
* Challenge and motivate pupils, promote and reinforce self-esteem
* Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc

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| SUPPORT FOR THE TEACHER |
| * Manage liaison with feeder schools and other relevant bodies to gather pupil information * Support pupils’ access to learning using appropriate strategies, resources etc. * Work with other staff in planning, evaluating and adjusting learning activities as appropriate * Monitor and evaluate pupils’ responses and progress against action plans through observation and planned recording * Provide objective and accurate feedback and reports as required, to other staff on pupils achievement, progress and other matters, ensuring the availability of appropriate evidence * Manage record keeping systems and processes * Take lead role in the development and implementation of appropriate behaviour management strategies * 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 * Take lead role in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc. * Administrative support e.g. dealing with correspondence, compilation/ analysis/reporting on attendance, exclusions etc., making phone calls etc. |
| SUPPORT FOR THE CURRICULUM |
| * Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs * Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning * Determine the need for, prepare and use specialist equipment, plans and resources to support pupils |
| SUPPORT FOR THE SCHOOL |
| * Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person * Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop * Contribute to the overall ethos/work/aims of the school * Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils * Attend and participate in regular meetings * Participate in training and other learning activities as required * Recognise own strengths and areas of expertise and use these to advise and support others * Be responsible for the provision of out of school learning activities within guidelines established by the school |
| * Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class |

Any other duties and responsibilities appropriate to the grade and role

**PUPIL SUPPORT OFFICER**

**PERSON SPECIFICATION**

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|  |  | **Essential** | **Desirable** |
| Qualifications | NVQ 2 or equivalent qualification or experience in a relevant field | Y |  |
| Experience | Significant and successful experience working with children in a school setting, including working with individuals and groups to support learning in and out of the classroom | Y |  |
|  | Experience of working with professionals from a variety of outside agencies (police, social services, health etc) |  | Y |
|  | Experience of multi-disciplinary team meetings and relevant safeguarding systems and processes |  | Y |
|  | Experience of contributing to meetings |  | Y |
| Knowledge | A good understanding of how children learn and of strategies to motivate children who are experiencing barriers to learning | Y |  |
|  | A sound knowledge of the roles of the various outside agencies available to provide support to the school |  | Y |
|  | Knowledge and understanding of child protection legislation |  | Y |
|  | An understanding of the principles of inclusion and a demonstrable commitment to inclusive education and the well being of all children | Y |  |
|  | An understanding of the school’s ethos, strengths and challenges | Y |  |
| Skills | Ability to communicate and champion the highest expectations to all, particularly pupils whose behaviour may be challenging | Y |  |
|  | Ability to be tenacious and flexible and to try different approaches with children whose needs may be flexible | Y |  |
|  | Excellent communication skills, both oral and written, with the ability to adapt effectively for different audiences and situations | Y |  |
|  | Ability to prepare and present detailed reports in a clear and professional style | Y |  |
|  | Ability to work under pressure and meet deadlines | Y |  |
|  | Ability to maintain confidentiality and professionalism at all times | Y |  |
|  | Ability to listen, empathise and be a sensitive mediator and advocate on behalf of pupils | Y |  |
|  | Ability to work well as a member of the team and to gain the confidence of teachers, parents, carers and other professionals. | Y |  |