

# Person Specification

**Job Title:** Learning Mentor (CIOC)  
**Responsible To:** Designated Teacher  
**Grade:** H (point 14 – 17)

1. Qualifications and Training	Essential/Desirable	Source of Evidence
• A good standard of education to at least GCSE Grade C level or equivalent in English and Mathematics or	E	Application Form/ Written Reference
• NVQ Level 3 or equivalent	E	
• Evidence of further training and development in this field	D	
2. Experience	Essential/Desirable	Source of Evidence
• Relevant experience of working with children or young people and their families	E	Application Form/Written Reference/Selection Activity/Formal Interview
• Relevant experience of supporting the social, emotional and educational development of pupils	D	
• Undertaken training in attachment aware and trauma informed practice and hold the relevant accreditation	D	
• Experience working with pupils in Care in an educational setting	D	
• Possess an awareness of attachment aware and trauma informed practice	E	

• Relevant experience of working with Local Authority and other educational or young person's support agencies	D	
• Relevant experience of working in an environment where high quality administrative and ICT skills were required	D	
<b>3. Professional Skills / Knowledge</b>	<b>Essential/Desirable</b>	<b>Source of Evidence</b>
• Possess a wide range of ICT skills, e.g. word processing, email, internet	E	Letter of Application/Formal Interview/Selection Activity
• Be able to develop a good rapport with young people, parents, carers and colleagues	E	
• Have a personal commitment to safeguarding and promoting the welfare of young people	E	
• Be aware of confidentiality at all times in relation to paperwork, conversations and discussions	E	
• Be able to keep calm under pressure and use tact and diplomacy	E	
• Be highly organised, with a methodical approach to work	E	
• Be able to manage own workload and work independently when required	E	
• Be capable of working to deadlines and willing to be flexible	E	
• Show a willingness to learn new skills, and develop within the job	E	
• Possess effective written and verbal communication skills	E	
• Show a willingness to undertake specific training relating to development of the role, and to be willing to share best practice with colleagues	E	

<b>4. Personal Attributes</b>	<b>Essential/Desirable</b>	<b>Source of Evidence</b>
• Friendly, approachable and professional manner	E	Letter of Application/Formal Interview/Selection Activity
• Calm approach, a good sense of humour and an ability to cope with change	E	
• Able to uphold the school's three core values	E	
• A commitment to working as part of the whole school team and supporting the vision and aims of the school	E	

• High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements	<b>E</b>	
• Ability to build and maintain successful relationships with pupils; treat them consistently, with respect and consideration, and demonstrate concern for their development as learners	<b>E</b>	
• Demonstrate and promote the positive value, attitudes and behaviour you expect from the pupils with whom you work	<b>E</b>	
• Ability to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning	<b>E</b>	
• Able to improve their own practice through observations, evaluation and discussion with colleagues.	<b>E</b>	
Able to demonstrate a commitment to:	<b>E</b>	
• Equal opportunity for all school users	<b>E</b>	
• Encouraging children to develop self-esteem and tolerance of others	<b>E</b>	
• Furthering your own professional knowledge, skills and experience	<b>E</b>	

<b>5. Safeguarding Children</b>	<b>Essential/Desirable</b>	<b>Source of Evidence</b>
• Able to form and maintain appropriate relationships and personal boundaries with children	<b>E</b>	Selection Activity/Written Reference/Formal Interview
• Have appropriate motivation to work with children and young people	<b>E</b>	
• Have the ability to maintain appropriate relationships and personal boundaries with children and young people	<b>E</b>	
• Have emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline	<b>E</b>	
• Demonstrate commitment to safeguarding and promoting the welfare of children and young people in accordance with the DfE statutory guidance Keeping children safe in education	<b>E</b>	