

Job Specification

Job Title: Learning Mentor

Grade: G6

Job Evaluation Code: GS5538

Reporting to: Headteacher or
Line Manager nominated by
Headteacher

Manager's Grade:

Location: Cherry Tree Academy

Service Area:
Schools and Lifelong Learning

Service Directorate:
Family Services

Workstyle: Workplace based

Overall Purpose of the Post:

Working under guidance: provide support in addressing the needs of pupils who need particular help to overcome barriers to learning.



Requirements for the post.		
	Essential	Desirable
Qualifications/ Training	NVQ 2 or 3 for Teaching Assistants or equivalent qualification or experience or Supporting Teaching and Learning in Schools Level 3	
Knowledge	Good Numeracy/ Literacy Skills Full 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 Full understanding of the range of support services/providers Appropriate knowledge in First Aid	
Experience	Experience working with children of relevant age Experience of working with pupils with additional needs	
Physical Skills	Accurate record keeping	
Competencies and other skills required	Ability to plan effective actions for pupils at risk of underachieving Ability to self-evaluate learning needs and actively seek learning opportunities Ability to relate well to children and adults Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	

Key Outcomes/ Activities

- Provide pastoral support to pupils
- Receive and supervise 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
- Participate in comprehensive assessment 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
- Support provision for pupils with special needs
- Establish productive working relationships with pupils, acting as a role model
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
- Promote the speedy/effective transfer of pupils across
- Phases/integration 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.

SUPPORT FOR TEACHERS

- Liaise 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

- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested
- Assist 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
- Assist in the development, implementation and monitoring of systems relating to attendance and integration
- Clerical/admin 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
- Be aware of and appreciate a 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

- Be aware of and comply with 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 and parents/carers, 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
- Assist in the supervision, training and development of staff
- Implement planned supervision of pupils out of school hours

- Supervise pupils on visits, trips and out of school activities as required

Other duties commensurate with the grade of the post as directed by the Headteacher.

The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Responsibility for Resources

Employees (Supervision):

Assist in the supervision, training and development of staff

Financial:

None

Physical:

Effective use of learning materials and resources.

Customers and Clients:

Provide pastoral support to pupils and participate in the assessment of their needs.

Working Conditions:

The nature of the post may involve some ongoing physical effort for long periods e.g. standing or walking.

The post holder may be subject to some exposure to disagreeable or unpleasant people related behaviour.

The post involves contact with people which through their circumstances or behaviour regularly places emotional demands on post holder.

Characteristics of the post:

The ability to regularly attend meetings as required by the Headteacher/Line Manager.

Employees are encouraged to participate in training activities in order to enhance their own personal development.

All employees of a school have a responsibility for promoting and safeguarding the welfare of children and young people.

The employment checks are required:

- Evidence of entitlement to work in the U.K.
- Evidence of essential qualifications – see page 1 of this job specification
- Two satisfactory references

- Confirmation of medical fitness for employment
- Registration with appropriate bodies (where applicable)

The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:

Evidence of a satisfactory safeguarding check – an enhanced DBS check will be required.

Date completed: May 2017