



Job Description

Role Title	Typically reports to	
Learning Mentor	AIC Lead and AHT (Student Support)	
JE Code	Grade	Date of profile
	6	31/03/21

Purpose of the role (job statement)

To provide a complementary service to existing teachers and pastoral staff in the school: addressing the needs of children who need help to overcome barriers to learning both inside and outside the school in order to achieve their full potential.

Main Duties:-

Support for School:

- With teaching and pastoral staff, to participate in the comprehensive assessment of all children entering or returning to school (including teenage mothers) and to identify those who need extra help to overcome barriers to learning inside and outside school
- To identify those children who would benefit most from a Learning Mentor and, working with others, draw up, and implement, an Action Plan for each child who needs particular support (except where the pupil was already subject to an individually tailored plan
- To develop a 1:1 mentoring relationship with children needing particular support: where necessary, aimed at achieving the goals defined in the Action Plan
- To maintain regular contact with families/carers of children in need of extra support: to keep them informed of the child's needs and progress and to secure positive family support and involvement
- To work closely with the SENCO, and the senior member of staff responsible student support, to ensure that the needs of children with SEMH needs are met
- To monitor and report on the implementation of all plans drawn up by the Learning Mentor and others
- To work closely with local community and business mentors and take an active role in co-ordinating and supporting the work of voluntary mentors working with pupils both in and out of school so that the mentor's efforts meets the needs of the young person in a focused and integrated way
- To have full knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals who could be drawn upon to provide extra support for pupils
- To facilitate the sharing of information between local agencies, schools, authorities and other Learning Mentors and be the single point of contact for accessing a range of community and business based programmes and specialist support services, for example, the Social and Youth Services, the Educational Welfare Service, the Probation and Careers Services and out of school study support and business and community mentors.
- To liaise with relevant agencies to ensure that KS4 children, at serious risk of dropping out of education/training at 16, have an identified programme of post-compulsory training or education
- To network with other Learning Mentors and share best practice
- Learning Mentors will devote the majority of their time to those needing extra support to realise their potential
- Where appropriate, the securing of family support will mean the securing of support from the Local Authority



- Learning Mentors will personally focus efforts on those at risk of underachieving who are not the responsibility of the SENCO
- To cover On Call, CLC and CIC as necessary

Responsibilities:-

- 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 equal opportunities for all
- contribute to the overall ethos/work/aims of the school
- appreciate and support the role of other professionals
- attend and participate in relevant meetings, as required
- participate in training and other learning activities and
- Performance development, as required.



Person Specification – Lead Learning Mentor

Area	Criteria Requirement - E = Essential - D= Desirable Assessment by Application =A Interview process = I	R	A
Skills Knowledge Aptitudes	<ul style="list-style-type: none"> The ability to engage constructively with, and relate to, a wide range of young people and families/carers with different ethnic and social backgrounds 	E	A I
	<ul style="list-style-type: none"> The ability to work effectively with, and command the confidence of, teaching staff and senior management 	E	A
	<ul style="list-style-type: none"> Working with others, the ability to assess and review young people and family circumstances and plan appropriate responses, drawing on in-school and external advice and expertise of, where necessary 	E	A I
	<ul style="list-style-type: none"> A proven track record in working with young people and the ability to see a child's needs in the round 	E	A I
	<ul style="list-style-type: none"> A desire to do something worthwhile for young people, to understand their needs and to gain insights into how they think 	E	A I
	<ul style="list-style-type: none"> Knowledge of, and ability to work effectively and network with, a wide range of supporting services in both the public and private sectors: and the ability to draw on a wide range of support, information, opportunities and guidance 	E	A I
	<ul style="list-style-type: none"> Ability to identify potential barriers to learning and jointly engage in strategies to overcome these barriers 	E	A I
	<ul style="list-style-type: none"> Ability to see the mentoring role as a long-term activity designed to achieve the goals in the Learning Action Plan and not a quick fix/troubleshooting role 	E	A I
	<ul style="list-style-type: none"> Ability to engage in joint goal setting with the individual child as part of the learning action planning process 	E	A I
	<ul style="list-style-type: none"> Have time and energy to put into the relationship 	E	A I
	<ul style="list-style-type: none"> Be up to date with current 'know-how' 	E	A I
	<ul style="list-style-type: none"> Competence in the skills of networking, counselling, facilitating and developing others 	E	A I
	<ul style="list-style-type: none"> A willingness and ability to learn and see potential benefits 	E	A I
Qualifications and Training	<ul style="list-style-type: none"> Current NVQ level 2 in English and Maths or equivalent <u>and</u> experience in relevant discipline/job role. 	E	A
Experience	Evidence of successful experience of working with, or caring for, children of relevant age	E	A I
		E	A
Disposition	<ul style="list-style-type: none"> Able to work on own initiative and as part of a team with minimal supervision. A friendly, positive and flexible approach. 	E	I
		E	A I



Conditions of Service			
National Joint Council			

Signature of post holder _____ Date / /

Signature of headteacher _____ Date / /

This school is committed to safeguarding and promoting welfare of children and young people. Please note this position will require an Enhanced disclosure from the Disclosure & Barring Service.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. This document must not be altered once it has been signed but will be reviewed annually.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation with you.