



Job Description

General Information

Job Title: Learning Mentor

JD Code: JDEI3

Reports to: Learning Mentor Coordinator (or equivalent)

Salary: NJC Scale 5
Term Time Only

Line Management:

The post holder will be accountable to the Learning Mentor Coordinator (or equivalent) for all initiatives related to this post.

Job Purpose:

The key focus of the Learning Mentor's work is supporting children and young people, who are experiencing pastoral or safeguarding issues, and raising standards of achievements by removing barriers to learning that can include behavioural problems, attendance, disaffection, bereavement, difficulties at home, problems transferring from primary school to secondary school, poor study or organisational skills. Pupils who have suffered a number of adverse childhood experiences and Children in Care are a particular priority for support.

Job Accountabilities:

Support for the Pupil

- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Promote inclusion and acceptance of all pupils.
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within the established school procedure.
- In collaboration with pupils, develop and review pupil action plans.
- Use a variety of approaches, which should be tailored to meet individual needs. *These could include:*
 - *One to one mentoring to discuss problems and look at solutions.*
 - *Individual sessions looking at particular issues such as anger management.*
 - *Group work sessions focussing on one issue such as attendance and self-esteem.*



- Promote good pupil behaviour, dealing promptly with conflict and incidents, encouraging pupils to take responsibility for their own behaviour in line with the established school policy.

Support for the Leader of Care, Guidance and Support

In consultation with your line manager, develop own action plan and identify work to be completed according to caseload. The timetable should allocate time for:

- 1:1 individual support.
- Group work activities.
- Administrative time (action planning, recording, monitoring).
- Home visits.
- Links with other agencies.
- Meetings with staff and parents.
- Training and networking.
- In-class support.
- Production and maintenance of accurate records of meetings that will be held.
- Regular scheduled meetings.
- Individual interviews with pupils.
- Small group activities.
- Large group activities.
- Casual, unscheduled meetings.
- Establishing constructive relationships with parents/carers, class teacher, SENCO.
- Liaising with Progress Leaders, Personal Tutors, SEN Classroom Assistants and outside agencies, regarding pupil referrals.
- Provide Learning Mentor Co-ordinator with appropriate referral documents, initial assessment documents, action plan, and progress made with regard to mentored pupil for inclusion in pupil files.
- Collate information for Governors reports, SIP (School Improvement Plan) and DSEF (Departmental Self-Evaluation Form) and other reports as and when required.

Support for the school

- Be aware of and comply with the school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person.
- Be aware and comply with Keeping Children Safe in Education and Prevent.
- Appreciate and support the role of other professionals.
- Attend relevant meetings as required.



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- Participate in training and other learning activities as required.
- Undertake level 3 Safeguarding training and have a willingness to deal with safeguarding issues as they arise, in line with the School CP and Safeguarding Policy.
- Assist with the supervision of pupils out of directed lesson time, including before and after school if appropriate and within working hours.
- As and when required, to support the Lead First Aider (or equivalent) in administering first aid to students, and looking after sick pupils, liaising with parents and colleagues as required. *The post holder is expected to undertake appropriate first aid training as organised by the school to maintain an up-to-date first aid qualification.*
- To support in the Achievement Centre as directed (*if applicable*)
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.

A Commitment to Excellence

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
A. Education and training	<ul style="list-style-type: none"> Educated to A level / NVQ 3 standard or relevant mentoring work experience 	<ul style="list-style-type: none"> Emergency First Aid at Work
B. Skills and abilities	<ul style="list-style-type: none"> To have the ability to prioritise and organise own workload Relate to and work with others as a member of a team Excellent verbal and written skills Good level of computer literacy including the use of the use of Microsoft packages including Word, Excel, Power point, and Email 	<ul style="list-style-type: none"> Previous experience in a mentoring or counselling role Working knowledge of Safeguarding policies and procedures
C. Experience & Knowledge	<ul style="list-style-type: none"> Ability to establish successful relationships at all levels Understanding of the safeguarding referral process Ability to deal with stressful situations in a calm and well-thought-out manner Ability to work flexibly whilst under pressure with dealing with competing priorities Understanding and awareness of current educational developments Ability to monitor pupil progress and attainment A working knowledge of ICT in Information and Management Systems Ability to implement and follow administrative procedures in a thorough and rigorous manner 	
D. Personal qualities	<ul style="list-style-type: none"> Excellent interpersonal skills A high degree of organisational ability High levels of motivation and commitment To have concern for individual needs and possess a real empathy with pupils Ability to think analytically and flexibly 	

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	<ul style="list-style-type: none"> • Ability to communicate effectively and appropriately • Ability to liaise with parents/carers and external agencies 	
E. Approach to work	<ul style="list-style-type: none"> • high motivation and professional commitment • a flexible approach to working hours • a commitment to pupil-centred education • a commitment to involving parents as partners in the education process • A commitment to on-going personal development and willingness to undertake appropriate training • a commitment to and understanding of equality of opportunity • Commitment to continued personal and professional development 	

Once in post, the post holder will:

- continue to maintain and demonstrate high standards;
- demonstrate a commitment to develop themselves professionally;

In addition, the post holder should have the ability to:

- vocalise the school's vision and aspiration to be a world class school
- be flexible to adapt to change
- have excellent attendance
- be a role model and act as an ambassador for the school and Trust in and outside of the school by speaking positively about the school in the community; upholding a 'Commitment to Excellence' at all times; by dressing appropriately and smartly in suit or smart skirt / dress / trousers and jacket.

The Wade Deacon Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is subject to an enhanced DBS disclosure and satisfactory medical clearance.