

## **Job Description**

**Job title:** Learning Mentor

**Reports to:** Headteacher

**Responsible for:** n/a

**Pay Scale:** APT&C Outer London SO1 points 23-25

### **Overall Job purpose:**

To work alongside teaching staff, addressing the needs of children to overcome barriers to learning in order to achieve their full potential.

### **Principal Duties and Responsibilities**

- Work closely with the SENCO/Inclusion lead and the class teacher to ensure that the social, emotional, and mental health needs of children are met.
- To assist pupils and their families who are new to the country and the school in understanding the education system, school routines and how best they can support achievement.
- To attend to pupil's personal needs and provide advice to assist in their social, health and hygiene development.
- Challenge and motivate pupils, promote and reinforce self-esteem.
- Provide information and advice to enable pupils to make choices about their own learning, behaviour, and attendance.

### **Support for Children:**

- Carry out group work including dealing with emotions and self-esteem learning
  - Carry out other mentoring activities which address/involve attendance, punctuality, transition, lunchtime and after school clubs, parents, outside agencies, school journeys, PSHE and healthy schools.
  - In conjunction with teaching staff, assist in the comprehensive assessment of all children selected by the inclusion lead, to identify those needing extra help to overcome barriers to learning.
  - Identify those children who would benefit most from a Learning Mentor. Working with others, take the lead to draw up individual action plans
  - To develop a 1:1 mentoring relationship with children who are experiencing low motivation or confidence, falling punctuality or attendance, deteriorating behaviour, experiencing difficulties with relationships with staff and/or peers or who are significantly underachieving
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- 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.

## **Support for the School:**

- Assist teaching staff and all other staff in the assessment of all children entering or returning to school to identify those needing extra help to overcome barriers to learning.
  - Work closely with school staff that have a responsibility for special needs, pupils with English as an additional language, and their teachers to ensure that their needs are met.
  - Assist with the development and implementation of mentoring plans.
  - Provide objective and accurate feedback reports, as required, to other staff on pupils' achievement, progress, and other matters, ensuring the availability of appropriate evidence.
  - Maintain a database of information and provide reports for monitoring and evaluation purposes, as required, to feed into general school reports.
  - Take a lead role in the development and implementation of appropriate behaviour strategies.
  - Report on the implementation of all action plans to the Headteacher.
  - Draw up individual action plans and review all targeted pupils to ensure coherence with other plans produced by staff and other agencies.
  - Actively seek information regarding a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
  - Be responsible for developing pastoral programmes for children, to take place out of school hours when required.
  - Develop projects for parents including clubs and workshops.
  - Facilitate the sharing of relevant information between local agencies and schools.
  - Be the single point of contact for accessing a range of community and specialist support services such as social care, Attendance Advisory and business and community mentors.
  - Ensure that the needs of our children are met in a focused and integrated way by working closely with the local community and mentors, taking an active role in coordinating and supporting the work of those working with pupils both in and out of school.
  - Make links with nursery providers and parents/carers to ensure that continuity through the foundation phase is as effective as possible.
  - Network with other Learning Mentors and share best practice.
  - Complete the administrative duties relevant to the role of Learning Mentor.
  - Comply with all the requirements of Health and Safety legislation and Trust policy, taking appropriate action where necessary.
  - Ensure that all pupils have equal access to opportunities to learn and develop.
  - Contribute to the overall ethos of the school
  - Attend and participate in regular meetings, training, and mentoring of other school staff to share expertise.
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- Strong commitment to furthering equalities in both service delivery and employment practice. You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.

## **General Duties**

- To have due regard to the provisions of Health and Safety at work legislation
- To have due regard to the Trust's Equal Opportunities Policy
- To be aware of the confidential issues regarding this post including adhering to GDPR requirements
- To undertake any other duties that are within the grade and scope of the post, as determined by the Headteacher.
- To undertake annual mandatory and statutory training as directed by the Trust or School.

## **Developing self and working with others**

- Promote and maintain a culture of high expectations for self and others
- Regularly review own practice, set personal targets and take responsibility for own development, seeking advice and support from relevant colleagues

## **Scope:**

The post-holder will be based at one of the Trust Schools and may be expected to work across the Trust, travelling from time to time to school sites. This job description needs to be considered in the context of a developing and evolving situation and, therefore, responsibilities described here may be adapted to meet changing needs.

## **Safeguarding:**

Compass Eko Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Employees are expected to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Trust

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## Person Specification

| Criteria              | Essential                                                                                                                                                                                                                                                                             | Desirable                                                                                                                                                                                                                                                                                                | How Tested                              |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| <b>Qualifications</b> | <p>NVQ level 3 or equivalent qualification or experience of undertaking role.</p> <p>Qualifications to support pupils social emotional and mental health – e.g. drawing and talking, ELSA.</p>                                                                                        | <p>Additional qualifications related to interpersonal relationships, emotional literacy and supporting parents.</p> <p>First Aid Training</p>                                                                                                                                                            | <p>Application</p> <p>Documentation</p> |
| <b>Experience</b>     | <p>Experience of working with primary aged children. in an education setting.</p>                                                                                                                                                                                                     | <p>Experience of working with children in an educational setting</p>                                                                                                                                                                                                                                     | <p>Application</p> <p>Interview</p>     |
| <b>Knowledge</b>      | <p>Working knowledge of effective teaching and learning and other relevant learning programmes/strategies (including courses, organisations and agencies).</p> <p>Understanding of issues related to under-achievement and the barriers to learning that some pupils face</p>         | <p>Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation.</p>                                                                                                                                                                                               | <p>Application</p> <p>Interview</p>     |
| <b>Skills</b>         | <p>Excellent maths, English, and communication skills.</p> <p>Ability to write clear reports including analysis of data.</p> <p>Effective use of ICT and other specialist equipment/resources.</p> <p>Commitment to the protection and safeguarding of children and young people.</p> | <p>Ability to develop a school programme for learning mentor work and to collaborate with colleagues in developing an effective pupil support programme.</p> <p>Ability to facilitate multi-agency working.</p> <p>Ability to self-evaluate learning needs and actively seek learning opportunities.</p> | <p>Application</p> <p>Interview</p>     |

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|                            | Understand classroom roles and responsibilities and own position within these.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                     |
| <b>Personal Attributes</b> | <p>Ability to form relationships easily with children and adults.</p> <p>Ability to motivate and engage children.</p> <p>Self-motivation and personal drive to complete tasks to the required timescales and quality standards.</p> <p>Ability to work constructively, as part of a team, and independently.</p> <p>Tact and diplomacy in all interpersonal relationships with pupils, their parents, and work colleagues.</p> <p>Flexibility to adapt to changing workload demands and new school challenges.</p> <p>Reliability and integrity.</p> <p>Humour and resilience.</p> <p>Personal commitment to continuous self-development.</p> <p>Commitment to school improvement.</p> <p>Understanding professional boundaries when dealing with complex situations which may provoke emotional responses.</p> |  | <p>Interview</p> <p>Observation</p> |

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