



Senior Learning Mentor

Job Description

Grade: GR C SCP 24-33 (£35,412-£44,075 FTE)

1. Job Purpose

- 1.1 The Learning Mentor will work with pupils, parents, staff and outside agencies to ensure that the school fully supports pupils who need help to overcome barriers to learning

2. Key Responsibilities

Management Responsibilities

- 2.1 Monitoring pupil attendance and punctuality, including first day absence calling.
- 2.2 Managing the school's first intervention programme in relation to attendance and punctuality, including writing to and meeting parents when there are concerns.
- 2.3 Liaising and working with the Education Welfare Services in relation to pupils regarding whom there are serious concerns over attendance or punctuality
- 2.4 Monitoring the implementation of the school's behaviour policy, including administration of rewards and sanctions
- 2.5 Training teachers in aspects of personal, social and health education, including running demonstration lessons and team teaching
- 2.6 Ensuring effective communication between all staff regarding identified pupils and between school and home
- 2.7 Communicating daily with Headteacher and/or other teaching staff regarding concerns relating to pupils
- 2.8 To maintain up to date records and data basis regarding both individual pupils and the implementation of whole school behaviour policy
- 2.9 To ensure effective exchange of written records and information at times of pupil transfer to secondary school

Working with Pupils, Parents and Carers

- 2.10 To work with teaching staff to identify pupils who are at risk of underachieving
- 2.11 To use pupil performance tracking data, assessments from teachers and support staff and information from parents to inform the setting of individual pupil targets
- 2.12 To undertake a range of responsibilities regarding identified pupils to support them in achieving their targets
 - 2.12.1 Drawing up and implementing individual action plans and/or Pastoral Support Plans, in consultation with class teachers, the Special Needs Co-ordinator, parents or carers and external agencies
 - 2.12.2 Managing programmes of study support, such as homework club, and peer mentoring programmes
 - 2.12.3 Promoting and supporting family learning programmes
 - 2.12.4 Holding regular 1:1 counselling sessions
 - 2.12.5 Taking groups of pupils for 'Anger Management' and 'Self Esteem' work
 - 2.12.6 Holding daily 'drop in' sessions for pupils
 - 2.12.7 Supporting School Council sessions
- 2.13 To develop effective 1:1 relationships with pupils in order to monitor progress towards agreed goals
- 2.14 To initiate and maintain contact with families and carers to ensure a positive relationship with school and develop family support for the pupils
- 2.15 To be the immediate point of contact within school for children and families in crises
- 2.16 Supporting the reintegration of pupils who have been subject to fixed term exclusion
- 2.17 To support pupils and parents or carers during pupils' transition between Key Stages, including secondary transfer

Working with Outside Agencies

- 2.18 To be the focal point of contact between various agencies where a multiple agency approach is required for a targeted pupil, e.g. ESWS, Social Care and Health, Community Health and Youth Offending Team, Pupil Referral Unit, so that the needs of the pupil are met in a focused and integrated way
- 2.19 To have a good knowledge and of the range of activities, courses, opportunities, organisation and individuals that could be drawn upon to provide extra pupils
- 2.20 Attending Case Conferences and Core Group Meeting regarding pupils and preparing and submitting reports for these
- 2.21 Liaising with mentors in other schools, including secondary

General

- 2.22 Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- 2.23 To ensure all tasks are carried out with due regard to Health and Safety
- 2.24 To undertake appropriate professional development including adhering to the principle of performance management.
- 2.25 To adhere to the ethos of the school
 - 2.25.1 To promote the agreed vision and aims of the school
 - 2.25.2 To set an example of personal integrity and professionalism
 - 2.25.3 Attendance at appropriate staff meetings and parents' evenings
- 2.26 Any other duties as commensurate within the grade in order to ensure the smooth running of the school

3. Supervision Received

Supervising Officer's Job Title: _____

- 3.1 Level of supervision:
 - ~~1. Regularly supervised with work checked by supervisor~~
 - 2. Left to work within establishment guidelines subject to scrutiny by supervisor

3. ~~Plan own work to ensure the meeting of defined objectives~~

4. **Supervision Given** (excludes those who are indirectly supervised i.e. through others)

Post Title	Grade	No of Posts	Level of Supervision (as in 3.2 above)

5. **Special Conditions**

5.1 None

Person Specification

Method of Assessment (MOA)

AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
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Criteria	Essential	MOA
Education/Qualifications NB: Full regard must be paid to overseas qualifications.	Good standard of education, including English NVQ level 3 qualification in child care or equivalent	AF/C
Experience Relevant work and other experience	Experience of working in an education, delivering pupil support/interventions.	AF/I
	Experience of working with pupils demonstrating challenging behaviour or dealing with disadvantaged circumstances.	AF/I
	The ability to work effectively with, relate to and command the confidence of, a wide range of young people and families/carers with different ethnic and social backgrounds.	AF/I
	Experience of restorative and supportive behaviour approaches	AF/I
	Ability to work with individual children to set goals jointly as part of planning for their learning	AF/I
	Experience of working with pupils in potentially vulnerable circumstances with the ability to plan the necessary actions for support, including liaising with external agencies.	AF/I
	Working with others, the ability to assess and review the learning of young people in the context of family and other relevant circumstances and plan appropriate responses, drawing on in-school and external advice and expertise where necessary	AF/I
Skills & Ability e.g. written communication	Understanding of principles of child development and learning processes and in particular, barriers to learning.	AF/I
	Ability to plan effective actions for pupils at risk of	AF/I

<p>ion skills, dealing with the public etc.</p>	<p>underachieving or requiring social or emotional support.</p> <p>Full working knowledge of relevant policies/codes of practice and awareness of safeguarding legislation.</p> <p>Ability to lead a team</p> <p>Good ICT and record keeping skills.</p> <p>Good numeracy and literacy skills.</p> <p>Ability to work constructively as part of a team, plan and lead their work.</p> <p>Ability to relate well to children and to adults.</p> <p>Excellent communication skills.</p> <p>Have the ability to deal with sensitive issues in a professional manner.</p> <p>Excellent knowledge of safeguarding</p> <p>Good organisation skills and ability to prioritise effectively.</p> <p>Understand the need for confidentiality when appropriate and to ensure clear and sensitive communication.</p> <p>An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by Part 7 of the Immigration Act 2016</p>	<p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>A/I</p>
<p>Training</p>	<p>Recent, relevant in-service training in supporting pupil development</p> <p>Desirable: DSL trained</p>	<p>AF/I</p>
<p>Other</p>		

All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery.

Reviewed by:
