

St Mary's CofE Primary School: Job Description - Learning Mentor (Grade 3)

1. Job Purpose

- 1.1 To provide a service which complements that given by teachers and support staff in addressing the needs of children who need help to overcome barriers to learning both inside and outside school in order to achieve their full potential

2. Key Responsibilities

- 2.1 To work with colleagues and other professionals in drawing up and implementing action plans for pupils whose needs have been identified as requiring particular support from a Learning Mentor.
- 2.2 To develop a positive and supportive 1:1 mentoring relationship with pupils identified as needing Learning Mentor support.
- 2.3 To maintain regular contact with the families and carers of children in receipt of Learning Mentor support; to keep them informed of their child's progress and to secure positive family engagement including the provision of support where appropriate.
- 2.4 To work closely with the Inclusion Lead to ensure that the needs of the children identified as requiring Learning Mentor support are met if they are registered as SEND.
- 2.5 To monitor and report on the implementation of all plans designed to remove barriers to learning for pupils receiving Learning Mentor support.
- 2.6 To form part of the school's attendance team and to undertake duties such as safe and well checks and providing support to both pupils and families in improving attendance.
- 2.7 To act as a Designated Safeguarding Lead for the school.
- 2.8 To act as a Paediatric First Aider.
- 2.9 To act as a Mental Health First Aider.
- 2.10 To act as a member of the Team Teach group of staff.
- 2.11 To act as a member of the school's KiVA Anti-Bullying Team
- 2.12 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.
- 2.13 To ensure all tasks are carried out with due regard to Health and Safety
- 2.14 To undertake appropriate professional development including adhering to the principle of performance management.
- 2.15 To adhere to the ethos of the school
 - 2.15.1 To promote the agreed vision and aims of the school

2.15.2 To set an example of personal integrity and professionalism

2.15.3 Attendance at appropriate staff meetings and parents' evenings

2.16 Any other duties as commensurate within the grade in order to ensure the smooth running of the school

3. Supervision Received

3.1 Supervising Officer's Job Title: SENDco/Pastoral Leader

3.2 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	AF/C
		AF/C
Experience Relevant work and other experience	Previous successful experience in working with children and young people on an individual basis in supporting their personal development. Prior experience of working with families and other partner agencies to provide effective and timely support.	AF/I
Skills & Ability e.g. written communication skills, dealing with the public etc.	*Delete if not applicable *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	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
	The ability to work effectively with, relate to and command the confidence of teaching staff and senior management within the school.	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
	Knowledge of, and ability to work effectively and communicate with, a wide range of organisation and people offering support, information, opportunities and guidance	AF/I
	Ability to identify potential barriers to learning jointly and engage in strategies to overcome these barriers	AF/I

	Ability to work with individual children to set goals jointly as part of planning for their learning Skills of communication, giving advice and helping young people to identify their needs and potential	AF/I
Training		
Other	A desire to do something worthwhile for young people, to understand their needs and gain insights into how they think. Knowledge of the education system	AF/I AF/I

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

Reviewed by:

Date:
