



Person Specification

Learning Mentor

Criteria	Qualities	Essential	Desirable
Qualifications and training	• Very good numeracy/literacy skills • NVQ 3 in supporting Teaching and Learning in Schools or equivalent qualification or experience • Training in relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. bilingual, sign language, dyslexia, ICT, maths, English, • CACHE etc. • Appropriate first aid training		
Experience	• Experience of working with children of relevant age • Experience working in an educational setting • Experience of working with children with a variety of SEND needs. • A good standard of English and Maths • Excellent communication and interpersonal skills, with the ability to build positive relationships with children, staff, parents and professionals. • Proactive and flexible approach to work, with the ability to adapt to different situations and challenges. • Empathy, patience, and a genuine passion for working with children and young people • Strong organisational skills with the ability to multitask and prioritise effectively. • Thorough knowledge and understanding of safeguarding.		• Desirable, experience of supporting children 1:1). • Some experience of supporting families through Early Help or Families First
Skills and knowledge	• Can use ICT effectively to support learning • Use other equipment technology – video, photocopier • Full working knowledge of relevant policies/codes of practice and awareness of		



	• relevant legislation • Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies • Understanding of principles of child development and learning processes • Ability to self-evaluate learning needs and actively seek learning opportunities • Ability to relate well to children and adults • Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these • An awareness of, and commitment to, equality of opportunity		
Personal qualities	• Patience – Able to support students at different learning levels without becoming frustrated. • Good Communication Skills – Can explain ideas clearly and listen carefully to students and teachers. • Empathy and Understanding – Sensitive to students' needs, feelings, and challenges. • Positive Attitude – Encourages and motivates students to learn and participate. • Reliability – Dependable, punctual, and able to follow instructions consistently. • Adaptability – Flexible when working with different students, subjects, and classroom situations. • Teamwork – Works effectively with teachers, parents, and other school staff. • Organisation Skills – Manages resources, schedules, and classroom tasks efficiently. • Creativity – Finds engaging ways to support learning and maintain student interest. • Respect and Professionalism – Treats all students fairly and maintains confidentiality.		



	• Confidence – Supports learning activities and manages responsibilities effectively. • Initiative – Identifies areas where help is needed and acts proactively. • Resilience – Remains calm and positive when dealing with challenging behaviour or situations.		
Reasons for working with children and young people	• Clear articulation of wanting to help young people achieve their potential, build self-esteem, and develop new skills. • The candidate views the position as supportive, educational, and developmental. • An understanding that professionals must maintain appropriate, safe relationships with children, young people and their families. • Recognition of the need for fair, consistent discipline and the ability to challenge inappropriate behavior without being authoritarian or punitive		