



Health and Learning Mentor

SPRINGFIELD PRIMARY ACADEMY

Job Description

Health & Learning Mentor with responsibility for attendance

Grade: Birmingham **NJC Grade 3**

Responsible to: Pastoral Manager / Head of School

Core Purpose

To improve pupil attendance, welfare, and overall well-being by working with pupils, families, staff, and external agencies. The role combines mentoring support for vulnerable pupils with administrative oversight of attendance and welfare systems, ensuring barriers to learning are minimized and pupils achieve their full potential.

Main Aims of the Post:

- To help underachieving and vulnerable pupils overcome the barriers to learning whether inside or outside of school.
- To transform young people's attitudes towards school, help them gain confidence and achieve their full potential.
- To support children who have a range of social, emotional and behavioural problems.
- To support children who have a range of medical needs inc first aid provision
- To support the aims and ethos of the school.
- To improve pupil progress and achievement by helping to minimise barriers to learning and maximise participation.
- To work with teachers, families and other agencies under the direction of the senior leadership team.
- To support children's mental, emotional, physical and academic health.

Main duties and responsibilities:

Health & Learning

- To contribute to identification of barriers to learning for individual children, in relation to behaviour, motivation, aspirations and academic achievement, and provide them with arrange of strategies for overcoming those barriers.
- To develop, agree and implement a time bound action plan, set targets, review points and exit strategy with groups or individual children based on a comprehensive

assessment of their strengths and needs, and keep accurate records for each identified pupil.

- To develop 1:1 mentoring relationships with children needing particular support where necessary aiming at achieving the goals defined in the action plan.
- To meet regularly with designated line manager to report on:
 - The implementation of all plans drawn up to remove barriers to learning for individual pupils.
 - The progress of identified children in need of extra support and to discuss any concerns.
- To develop and maintain appropriate contact with families and 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.
- To establish and maintain effective working partnerships with specialist support services, other agencies and individuals and facilitate access for children and young people as appropriate.
- To support the safeguarding of pupils in school through gaining the Designated Senior Lead qualification and carrying out the role as part of the school's Safeguarding Team.
- To attend training, professional development sessions and network meetings with other learning mentors and partner agencies & services working with children and young people, and contribute to the identification and sharing of good practice between individuals and institutions to enhance mentoring provision and raise standards.
- To analyse behaviour data to identify trends and to evaluate outcomes of interventions.
- To run a range of before, lunchtime and after-school, extra-curricular clubs.
- To support with the pupils' medical needs including first aid provision
- To administer medication safely to children, when required, ensuring that all the appropriate steps and checks have been carried out
- To carry out checks on all medication stored at school to ensure that they are stored appropriately and that any out of date of medication is returned to parents.
- To ensure all tasks are carried out with due regard to Health and Safety
- To undertake appropriate professional development including adhering to the principle of performance management.
- To adhere to the ethos of the school
- To promote the agreed vision and aims of the school
- To set an example of personal integrity and professionalism
- Attendance at appropriate staff meetings and parents' evenings

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

Attendance & Welfare

- To have oversight for the day-to-day management of all absence and attendance issues, escalating this as appropriate to the relevant senior staff
- To support administration staff in being responsible for successfully managing pupil absence and reporting each day, ensuring appropriate action is taken and escalated as appropriate
- To maintain a range of school records and data relating to pupil attendance records.
- To respond to requests for such data from a range of staff in the school and assist in the interpretation of such data and information.
- To work with Class Teachers to supply accurate pupil attendance data.
- To monitor and track data around attendance and attainment and to use this data to support identified groups of vulnerable young people to show an improvement in these areas.
- To monitor and evaluate attendance and punctuality data (daily, weekly, half-termly and termly) to review the success of the academy policies and initiatives to improve the attendance and punctuality of students where this is of concern, including arranging letters and discussions with parents/carers and producing achievement certificates where required
- In cases of poor attendance and / or welfare issues, to be proactive in assessing the situation and liaising with the appropriate professionals when pupils may need additional support.
- To offer general advice to parents and schools on education matters.
- To maintain regular contact and establish constructive relationships with families/carers of children in need of extra support, to keep them informed of the child's needs and progress and to encourage positive family support and involvement.
- To proactively maintain and develop contacts with other statutory and voluntary agencies.
- To communicate and advise staff of the procedures and rules necessary for the correct functioning of the attendance system to ensure adherence to the school's policies and processes with regards to the management of attendance problems and awareness of support programmes in place.
- To network with internal and external health/support agencies on a regular basis.
- To liaise with a range of health and support agencies with a view to seeking advice and support on behalf of students with specific concerns which may affect their attendance at school, under the direction of a member of the school management team.
- To work with the school leadership team, teaching staff and the relevant REAch2 central team so as to contribute to the review and development of school policies and processes relating to attendance management, ensuring adherence to DfE guidelines and consideration of the success of the school's existing policies and processes.
- To evaluate the success of support initiatives with regard to school attendance problems and to produce reports on student attendance on a regular basis.

- To liaise with school's staff, EWO, Social Services, Health and Family Support services as appropriate to identify pupils at risk of disaffection.

Person Specification — Health and Learning Mentor with responsibility for attendance

• Method of Assessment (MOA)

AF Application Form	C Certificate	Interview	T Test or Exercise	P Presentation
Criteria	Essential			MOA
Education/ Qualifications NB: Full regard must be paid to overseas qualifications.	Good standard of education, including English Level 3 qualification			AF/c AA/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			
Skills & Ability e.g. written communication skills, dealing with the public etc.	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			AF/I
	Skills of communication, giving advice and helping young people to identify their needs and potential			

Training		
Other	<p>A desire to do something worthwhile for young people, to understand their needs and gain insights into how they think.</p> <p>Knowledge of the education system</p>	<p>AF/I</p> <p>AF/I</p>

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

