

PERSON SPECIFICATION

Learning Mentor for Children in Care

Criteria	Essential	Desirable
Qualifications	- GCSE English and Mathematics (Grade C/4 or above) or equivalent. - Relevant qualification in education, youth work, counselling, social care, SEND, pastoral support, or willingness to work towards one. - Experience of working with children or young people in an educational, care, mentoring, or support setting. - Experience of supporting vulnerable students, including those with social, emotional, mental health, or additional learning needs. - Experience of building positive relationships with young people and supporting their personal development.	Training in SEND legislation, data protection, and multi-agency working.
Experience	- Understanding of the challenges and barriers faced by Children in Care and other vulnerable learners. - Knowledge of safeguarding and child protection responsibilities. - Understanding of inclusion and strategies to support attendance, engagement, wellbeing, and achievement. - Awareness of SEND and the impact additional needs can have on learning. - Understanding of the importance of multi-agency working and partnership with families and carers. - Knowledge of confidentiality, data protection, and professional boundaries.	- Experience of working directly with Children in Care, previously looked after children, or other vulnerable groups. - Experience within a secondary school setting. - Knowledge of Personal Education Plans (PEPs) and the statutory responsibilities relating to Children in Care. - Experience of working with external agencies, social workers, virtual schools, or family support services. - Training in safeguarding, mentoring, behaviour support, mental health, trauma-informed practice, or SEND. - Understanding of SEMH needs and restorative approaches.
Knowledge	- An understanding of SEND legislation, including the SEND Code of Practice and EHCP processes. - Strong understanding of GDPR, confidentiality requirements and information governance. - Understanding of school-based processes, roles and responsibilities.	Understanding of specific learning needs or interventions.
Skills	Ability to build trusting, positive, and supportive relationships with young people.	Ability to deliver small group or 1:1 intervention.

	• Strong communication and interpersonal skills, with the ability to work effectively with students, parents, carers, staff, and external agencies. • Ability to mentor and motivate students to overcome barriers to learning and achieve their potential. • Excellent organisational skills and the ability to maintain accurate records. • Ability to monitor and evaluate student progress and contribute to support plans and interventions. • Good literacy, numeracy, and IT skills. • Ability to work independently and as part of a team. • Ability to manage challenging situations calmly, sensitively, and professionally. • Commitment to promoting equality, diversity, inclusion, and high aspirations for all students.	• Ability to analyse and present SEND data.
Personal Qualities	• Empathetic, approachable, and resilient. • Patient and understanding, while maintaining high expectations. • Positive and proactive approach to problem-solving. • Professional, reliable, and trustworthy. • Flexible and adaptable in response to student and school needs. • Committed to continuous professional development and training. • Strong commitment to safeguarding and promoting the welfare of children and young people.	• Initiative in identifying areas for improved practice.

All appointments involve regulated activity and are subject to an Enhanced DBS disclosure with children's barred list check and two successful references. Online searches are carried out on all shortlisted candidates.