JOB DESCRIPTION

Job Title: Learning Mentor  
Job No: ALHS1

Grade: GR3  
Division: EDUCATION

No of Posts: 2  
Section: PASTORAL

1.0 JOB PURPOSE:

1.1 The Behaviour Support Learning Mentor will provide a complementary service to teachers and other staff, addressing the needs of children who require assistance in overcoming barriers to learning in order to achieve their full potential, or accessing the curriculum. To devise, implement and evaluate specialised programmes of work to encourage and promote a pupil's social emotional and behavioural development.

2.0 DUTIES AND RESPONSIBILITIES:

2.1 The Behaviour Support Learning Mentor will work with a range of pupils, but give priority to those who need the most help, especially those experiencing multiple disadvantages including, children with special or medical needs, challenging behaviour, Children with a statement of special educational needs.

2.2 The Behaviour Support Learning Mentor will work with children on a one-to-one basis or in small or large groups, acting as a listener, facilitator for learning; encourager; motivator and role model.

2.3 To identify those children who would benefit most from a learning mentor and, working with others, draw up and implement an action plan for each child who needs particular support (except where the pupil was already subject an individually tailored plan).

2.4 To develop a 1:1 mentoring relationship with children needing particular support where necessary aimed at achieving the goals defined in the action plan.

2.5 To maintain regular contact with families/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.

2.6 To work closely with the SENCO and the senior member of staff responsible for gifted and talented provision, to ensure that the needs of gifted and talented children and those with special educational needs are met.

2.7 To monitor and report on the implementation of all plans drawn up to remove barriers to learning for individual pupils.

2.8 To work closely with the local community and business mentors, and to take an active role in co-ordinating and supporting the work of voluntary mentors working with pupils both in and out of school, so that the mentor’s efforts meet the needs of the young person in a focused and integrated way.

2.9 To have full knowledge and appreciation of the range of activities courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for pupils.
2.10 To facilitate the sharing of information between local agencies, schools, authorities and other learning mentors, and be the single point of contact for accessing a range of community and business based programmes and specialist support services for example, the Social and Youth Services, the Education Welfare Service, the Probation and Careers Services, and out of school study support and business and community mentors.

2.11 To communicate with other learning mentors and share best practice

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 directed by the Headteacher/ Senior Team to support the running of the school.

3.0 SUPERVISION RECEIVED:

4.1 Supervising Officer’s Job Title: [PASTORAL MANAGER]

4.2 LEVEL OF SUPERVISION
1. Regularly supervised with work checked by supervisor
2. Left to work within established guidelines subject to scrutiny by supervisor
3. Plan own work to ensure the meeting of defined objectives

4.0 SUPERVISION GIVEN: (excludes those who are indirectly supervised ie through others)

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<thead>
<tr>
<th>Post Title</th>
<th>Grade</th>
<th>No of Posts</th>
<th>Level of Supervision (as in 3.2 above)</th>
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- Use 1, 2 or 3 as in 3.2

5.0 SPECIAL CONDITIONS

1. To provide first aid as necessary (training will be given)
2. Organise lunchtime activities to support pupils who have difficulties at break time.
3. To organise and run extracurricular activities during lunch and out of school activities.
6.0 **HEALTH & SAFETY**

All employees are expected to adhere to the School Health & Safety Policy within the school

7.0 **EQUAL OPPORTUNITIES**

All employees are expected to adhere to the School Equal Opportunities Policy
**Job Title:** Learning Mentor  
**Job No:** 1  
**Grade:** GR3  
**Division:** SCHOOL  
**No of Post:** 2  
**Section:** PASTORAL  

**Method of Assessment (M.O.A.)**  
A.F. = Application Form; I = Interview; T = Test or Exercise;  
P = Presentation

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<th>CRITERIA</th>
<th>ESSENTIAL</th>
<th>M.O.A.</th>
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<tbody>
<tr>
<td><strong>EXPERIENCE</strong></td>
<td>Previous successful experience in working with children and young people on an individual basis in supporting their personal development</td>
<td>AF/I</td>
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<td><em>(Relevant work and other experience)</em></td>
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<td><strong>SKILLS AND ABILITIES</strong></td>
<td>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.</td>
<td>AF/I</td>
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<td><em>(Eg Written communication skills, dealing with the public)</em></td>
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<td>The ability to work effectively with, relate to and command the confidence of teaching staff and senior management within the school.</td>
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<td>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</td>
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<td>Knowledge of, and ability to work effectively and communicate with, a wide range of organisation and people offering support, information, opportunities and guidance</td>
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<td>Ability to identify potential barriers to learning jointly and engage in strategies to overcome these barriers</td>
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<td>Ability to work with individual children to set goals jointly as part of planning for their learning</td>
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<td>Skills of communication, giving advice and</td>
<td>AF/I</td>
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<td><strong>TRAINING</strong></td>
<td>Willingness to undertake relevant training</td>
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<td><strong>EDUCATION/QUALIFICATIONS</strong></td>
<td>Good standard of education, including English NVQ Level 3 Qualified</td>
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<td><strong>OTHER</strong></td>
<td>Commitment to equal opportunities 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</td>
<td>AF/I</td>
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<td><strong>CONTRA INDICATION</strong></td>
<td>Criminal convictions involving offences against children</td>
<td>AF/I</td>
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**ALL STAFF ARE EXPECTED TO BE COMMITTED TO THE SCHOOL’S EQUAL OPPORTUNITIES POLICY**