

Merevalley Federation

Role Title: Learning Mentor

Grade: F1 – F4

Responsible to: Senior Learning mentor

Purpose of job

To work with teaching and support colleagues to identify pupils in need of help overcoming barriers to learning. To personally deliver appropriate packages of personal support to pupils in conjunction with colleagues, families and external agencies.

Key Objectives

1	Liaise with teaching staff to identify and assess the needs of pupils requiring additional support to overcoming barriers to learning.
2	In conjunction with teaching staff, pastoral support colleagues and external agencies, develop individual action plans for targeted pupils
3	Develop meaningful relationships with targeted pupils to encourage their engagement with raising personal achievement.
4	Maintain contact with pupils' families/carers to inform them of progress and issues and encourage their active participation in pupils' action plans
5	Analyse progress through observation and consultation and provide qualified input into pupil reviews and assessments
6	Personally provide extra support to pupils through knowledge of a range of activities and opportunities available to them
7	Collate information and maintain records of pupil achievement and attendance
8	Support the transition of pupils between phases

Support for Pupils and the Curriculum

- Provide one to one mentoring of pupils to discuss problems and look at solutions
- Work with small groups to address particular areas of need in relation to social and emotional needs, including anger management, learning skills and support with friendships
- To use a range of strategies to support pupils in achieving their individual targets
- To observe and support pupils in school, providing feedback in relation to progress and achievement
- To assist with the development and implementation of targets for pupils needing specific support, for example with behaviour management or social skills
- To work in conjunction with Team Leaders, Class Teachers and parents to support the transition of pupils between schools
- To support pupils at risk of exclusion with pastoral support programs and other programs working towards effective inclusion and integration into the class

- To support and help address the needs of vulnerable pupils through the development and running of specific programs

Support for Teachers

- To provide support and assistance to school staff dealing with incidents as they arise in relation to bullying, racism and safeguarding
- Liaise with parents and other agencies as agreed with Class Teachers, the Senior Learning Mentor and the SENCo
- Develop positive relationships and maintain contact with families and careers in order to encourage the development of family support in pupils' learning
- Keep records to monitor the progress of each pupil they are working with and deliver accurate feedback to Class Teachers, parents and the SENCo as required

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the Executive Headteacher, Head of School or Designated Safeguarding Lead
- Be aware of, and support, difference and ensure all pupils have equal access to the opportunities to learn and develop
- To assist the senior leadership team with monitoring behaviour and contribute to the development of initiatives to ensure high standards of behaviour
- To support the senior leadership team with co-ordinating the playground behaviour and support systems
- To provide support at lunchtimes with managing behaviour, supervising children and supporting adults with implementing specific behaviour programmes
- Attend and participate in regular meetings with year group teams, staff, parents and outside agencies as required
- Participate in training and other professional development activities as required
- To be a designated person for child protection and safeguarding and deputise for the Designated Safeguarding Lead in the absence of the Deputy Safeguarding Lead
- To work with the Senior Learning Mentor to provide supervision and support during breaktime and lunchtime for behavioural issues and social time lost
- Monitor and liaise with Class Teachers, Parents and pupils to support whole school targets for attendance and punctuality

Person Specification

Skills and Knowledge				Level	Assess by;
<u>A</u> ttainable	Successful applicants will be expected to obtain the denoted qualifications or experience within an agreed period of time			<u>A</u>	A Application I Interview T Testing R Reference
<u>D</u> esirable	Applications will be preferred from candidates with the denoted qualifications or experience			<u>D</u>	
<u>E</u> ssential	Applicants without the denoted qualifications or experience will not be considered for this role			<u>E</u>	
Qualifications	NVQ 3 Teaching Assistant qualification or equivalent		X		A
Skills / Experience	Significant experience of working with individuals and small groups to encourage participation and engagement in education		X		A,R
	Working directly with pupils in a school setting	X			A,R
Competencies				Level	Assess by;
<u>A</u> wareness	Demonstrable aptitude and ability to develop in the particular work area			<u>A</u>	A Application I Interview T Testing R Reference
<u>S</u> ignificant	Clear competence in the work element sufficient for all role requirements			<u>S</u>	
<u>E</u> xtensive	Sufficient expertise in the work element to lead and mentor others, and influence policy and practice			<u>E</u>	
Planning and organising work	Ability to assess priorities and work flexibly with others to maximise effectiveness of pupil interventions	X			I,R
Planning capacity and resources	Securing and deploying school resources in the provision of pupil support		X		I,R
Influencing and interpersonal skills	Engaging with pupils to understand their needs and assisting them to fully participate in overcoming barriers to learning	X			I,R
	Developing meaningful relationships with families and other support groups to help focus on the needs of pupils		X		I,R
Using initiative	Ability to adapt to changing circumstances quickly and appropriately, using novel approaches where indicated		X		I,R
Working independently	Setting own priorities (in consultation with teachers and other colleagues) and dealing authoritatively with situations when working alone		X		I,R
Managing people	Understanding the needs and priorities of others in co-operative working	X			I,R
Managing resources	Maintaining equipment		X		I,R
	Maintaining accurate and highly confidential records		X		I,R
Managing risk	Full awareness of safeguarding and child protection issues, procedures and codes of practice	X			I,R
Managing oneself	Awareness of opportunities for self-improvement at all times	X			I,R