**Job Description**

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| **Post Title:** | **LEARNING MENTOR**  | **JD Ref** | **JD59** |
| **Department:** | Education | **Grade:** | BEX08 |
| **Responsible to:** | Head of School |
| **Responsible for:** | N/A |
| **Functional links with:** | Pupils, Parents, Agencies, Staff, LA Staff, Schools |
| **Main purpose of the job:*** To help raise standards by providing a complementary service that enhances existing provision in order to support learning, participation and encourage social inclusion by developing and maintaining effective and supportive mentoring relationships with children, young people and those engaged with them.
* To provide support and guidance to children, young people and those engaged with them, by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential.
* To work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to children and young people.
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| **Major Duties and Responsibilities:**1. To manage casework independently and facilitate children and young people’s learning and development through mentoring, including planning for how these needs will be addressed and reviewing the effectiveness of mentoring.
2. Through observation and casework contribute to the identification of barriers to learning for individual children and young people and provide them with a range of strategies for overcoming the barriers.
3. To be part of the safeguarding team for the school and attend core group, CIN meetings or conferences as required. To contribute to the protection of children and young people from abuse.
4. To support children and young people’s successful transfer and transition in learning and development contexts.
5. To assist in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement.
6. To contribute to the protection of children and young people from abuse
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1. To develop and maintain appropriate contact with the families and carers of children and young people who have identified needs and to keep them informed about the pupil’s needs and progress, and to secure positive family support for the pupil.
2. To act as a single point of contact for accessing specialist support and to build up a detailed knowledge of support available.
3. To negotiate, establish and maintain effective working partnerships with other agencies and individuals in order to address needs and help remove barriers to learning for children and young people.
4. To facilitate the sharing of information between local agencies, schools, authorities and other learning mentors.
5. To keep up to date with the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support to pupils.
6. To operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them.
7. To meet regularly with the designated line manager to report on progress of identified pupils.
8. To liaise closely with the staff in school to ensure that everyone understands and supports the strategies being used by the Learning Mentor to develop the pupils’ skills for learning and learning behaviours.
9. To work closely with other identified senior members of staff.
10. To attend training and professional development sessions.
11. To reflect on casework and discuss priorities with Head of School each half term.
12. To work within and encourage the school’s Equal Opportunity Policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.
13. To undertake other duties, appropriate to the post, as may be required from time to time.

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| **Resources:***None* |
| **Job Activities:*** Literacy and numeracy
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| **Signed By:** | **Post holder:** | **Date** |
|  | **Line Manager:** |  |
|  | **Job Assessor:** *(If required)* |  |

**Person Specification – LEARNING MENTOR 2**

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|  | **Essential** | **Desirable** |
| **Qualifications** | * Degree and/or educated to NVQ Level 3/4 (or equivalent professional qualification relating to support for the learning of young people e.g. teaching, guidance, social work).
* Evidence of relevant and recent professional development.
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| **Experience** | * A minimum of three years experience of working with children, either in a paid or voluntary capacity (as a teacher or Play/Youth worker, for example).
* A minimum of one year’s experience of effective working with children and young people in an educational setting.
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| **Knowledge and Skills** | * Ability to facilitate children and young people’s learning and development through mentoring, promoting and maximising educational achievements.
* Ability to manage a personal caseload and obtain and verify information about children and young people’s educational achievements and needs.
* Ability to provide a good role model to children and young people and a commitment to helping children and young people achieve their potential.
* Knowledge and understanding of child protection and health and safety practices and procedures.
* Ability to evaluate the risk of abuse, and assess the need for intervention.
* Good listening skills and the ability
 |  Sand tray therapy training Lego therapy training Sensory Circuit training |
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|  | to communicate effectively with children and young people, families, school staff and a range of other professionals.* Knowledge and awareness of issues and factors related to underachievement and barriers to learning and participation.
* Ability to exercise initiative, work independently and take responsibility for the delivery of a programme.
* Ability to work flexibly.
* Excellent interpersonal and communication skills both in working relationship with children and young people and in forming effective relationships with a wide range of professionals.
* Excellent organisational and time- management skills.
* Sound ICT skills and the ability to use ICT for administration and learning.
* Understanding and awareness of equal opportunities, experience of strategies to promote equality of opportunity and a commitment to work within the Council’s Equal Opportunities Policy.
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