**Learning Mentors - Competency Framework**

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| ***Pay range* - *B1*** | ***Pay range* - *B2*** | ***Pay range* - *B3*** |
| Demonstrates good understanding of pupil's individual action plans and provides regular contributions to develop the plans with input from teacher *I* senior  staff. | Demonstrates excellent understanding of pupil's individual action plans and consistently contributes to develop the plans with input from teacher *I* senior staff. | Demonstrates excellent understanding of pupil's individual action plans and consistently contributes to develop the plans with minimal input from teacher *I* senior staff. |
| Provides feedback to pupils in relation to progress *I*  achievement using a narrow range of communication methods and with regular guidance from teacher *I* senior staff. | Provides feedback to pupils in relation to progress *I*  achievement using a range of communication methods and with minimal guidance from teacher *I* senior staff. | Provides feedback to pupils in relation to progress *I*  achievement using a wide range of communication methods and with guidance from teacher *I* senior staff only in more complex situations. |
| Knowledge of resources *I* opportunities available.  Regularly seeks some guidance from teacher *I* senior staff as to the appropriate opportunities for a specific  pupil. | Good knowledge of range of resources *I* opportunities  available. Occasionally seeks guidance from teacher *I* senior staff as to the appropriate opportunities for a specific pupil. | Excellent knowledge of range of resources *I*  Opportunities available. Infrequently seeks guidance from teacher *I* senior staff as to the appropriate opportunities for a specific pupil |
| Supports the development of study support *I* after school activities using methods already established  and in use within the school, or as instructed by senior staff. | Supports the development of study support *I* after school activities by using some methods already  established and in use within the school but suggests new ideas *I* resources that could be implemented. | Supports the development of study support *I* after  school activities by suggesting innovative methods and provides detailed consideration of how these could be set up within school. |
| General understanding of methods used to monitor achievement and regularly performs tasks to monitor pupil performance to a good standard. | Good understanding of methods used to monitor achievement and regularly performs range of tasks to monitor pupil performance to an excellent standard. | Detailed understanding of methods used to monitor achievement and regularly performs tasks to monitor pupil performance to a standard that would enable the postholder to demonstrate to colleagues *I* train new starters. |
| General understanding of methods used to monitor achievement and regularly performs tasks to monitor pupil performance to a good standard. | Good understanding of methods used to monitor achievement and regularly performs range of tasks to monitor pupil performance to an excellent standard. | Detailed understanding of methods used to monitor achievement and regularly performs tasks to monitor pupil performance to a standard that would enable the postholder to demonstrate to colleagues *I* train new starters. |
| Encourages and develops pupils to take responsibility for their own learning using methods developed in conjunction with classroom teacher. | Encourages and develops pupils to take responsibility for their own learning, often uses methods based on own initiative and developed through previous experience rather than as directed by teacher. | Identifies inappropriate behaviour in pupil(s) and regularly encourages pupils to take responsibility for their own behaviour, regularly uses methods on own initiative developed through experience rather than as directed by teacher. |
| Overall, regularly takes appropriate action to address pupil support requirements but requires some guidance from the teacher/ senior staff. | Overall takes appropriate action to address a range of  pupil support requirements seeking minimal guidance/ support from the teacher/senior staff. | Overall, takes appropriate action to address any pupil support requirements seeking only occasional guidance/ support from the teacher/senior staff. |