**WHITMORE HIGH SCHOOL** Porlock Avenue Harrow HA2 0AD

 Headteacher : Ms Susan Hammond, M.A.

Secretary : Mrs Sue Hartley

Telephone : 020 8864 7688

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www.whitmore.harrow.sch.uk



September 2018

Dear Colleague

**LEAD LEARNING MENTOR – Scale G5**

Thank you for your enquiry about the above post. I hope you will find the enclosed details helpful and that if they appeal to you and you feel you would like to make a contribution to developments at this school, you will feel encouraged to apply.

If you would like any further information please contact me. The closing date is at **noon** on **Monday 17th September 2018.** When applying, **please complete all sections of the application form and ensure that you do not leave any gaps in your qualification/work history and that you give details of any periods not accounted for by full time employment, education or training. Forms with missing sections and/or gaps may not be considered.**

Whitmore High School is committed to safeguarding and promoting the welfare of young people. We expect all staff to share this commitment. The successful applicant will be required to undertake an Enhanced DBS check. A copy of the school’s CP Policy is on the school website.

I regret it will not be possible to notify you if your application has been unsuccessful, but thank you now for showing an interest in the school.

I look forward to hearing from you.

Yours sincerely

Susan Hammond

Headteacher

Email - secretary@whitmore.harrow.sch.uk

**Whitmore High School**

**LEAD LEARNING MENTOR**

**30 Hours 40 Minutes a week Term Time Only**

**Salary – Scale G5 - £16,559pa**

The details outlined represent the school’s supplement to the requirements for a Learning Mentor (attached).

**RESPONSIBLE TO**: Inclusion Co-ordinator

The hours are as follows:

 8.50am to 3.20pm on Monday, Thursday and Friday

 8.50am to 3.40pm on Tuesday and Wednesday

There is a half hour unpaid lunch break each day.

**Reporting**

Reporting to AHT Inclusion

**Job Purpose**

Learning mentors improve student wellbeing, remove barriers to learning and reduce the need for fixed term exclusions, meeting students’ needs through tailored programmes that support them to manage their behaviour and engage positively with learning. The Inclusion Room is part of these interventions and reduces fixed term exclusions by providing in-school support. Learning Mentors works as a team and liaise closely with teaching and pastoral staff and parents/carers.

**Main Duties**

To lead and manage all aspects of the school’s provision for mentoring and the Inclusion Room:

* Provide intensive intervention to individuals and groups of students, working with teaching staff, pastoral staff and other learning mentors to ensure students achieve their full potential
* Develop and co-ordinate a coherent, whole school approach to mentoring, including referrals, recording, action planning, communication, target setting and liaison with teaching and pastoral staff and parents/carers
* To be the line manager of the learning mentors, providing leadership and support, allocating individuals and groups as appropriate and utilising the skills of the learning mentors to support students to address students’ academic and personal development targets
* Establish systems and procedures to ensure the continuity of students’ learning and interventions when referred to the Inclusion Room
* Analyse data to identify trends in behavior and academic progress for individuals and groups and work with pastoral staff to agree and plan action
* Monitor and evaluate policies, procedures and outcomes against agreed measures of success and adjust action plans accordingly
* Assist the AHT Inclusion in carrying out departmental planning, review, monitoring and evaluation
* Work positively and co-operatively with the system for Performance Management of staff
* Develop and enhance the practice of other staff in the department, working with colleagues to identify development needs and provide access to appropriate programmes, opportunities and support
* Promote teamwork and maintain high standards of working relations
* Research and keep up to date with developments in mentoring and inclusion
* Carry out other tasks as required, to meet the changing needs of the school and department

**PERSON SPECIFICATION**

The person appointed will have/need:

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* Successful experience of mentoring and supporting secondary-aged students
* Successful experience of leading or co-ordinating support for young people
* To be enthusiastic and lively in approach
* A sound knowledge of current issues regarding mentoring and the social and emotional aspects of learning
* A knowledge and understanding of raising achievement strategies
* An understanding of how to use data to plan action that substantially improves outcomes for vulnerable individuals
* The ability to advocate for students and support them through mentoring techniques
* An understanding of the strategies required to motivate, support and challenge students to accelerate both their personal development and academic progress
* An understanding of the needs of students who have special educational needs
* To enjoy working collaboratively as a full department member
* Strong interpersonal and communication skills
* Strong analytical skills
* Good ICT skills
* To believe in the importance of team work and show evidence of successful collaborative work with other members of the department, and the ability to lead a team

**Special Conditions**

There will be a need for flexible working arrangements to include parents’ evenings etc.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not have been identified; therefore employees will be expected to comply with any reasonable request from a manager, including ad hoc projects, to undertake work of a similar level that is not specified in the job description.

The job description is current at the date shown, but in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

*Whitmore High School is committed to safeguarding and promoting the welfare of children, and expects all its staff and volunteers to share this commitment. The post is subject to a full DBS and qualifications check.*

July 2018

**WHITMORE HIGH SCHOOL**

**LEARNING MENTOR**

**30 Hours 40 Minutes a week Term Time Only**

**Salary – Scale G4**

**RESPONSIBLE TO**: Inclusion Co-ordinator

The hours are as follows:

 8.50am to 3.20pm on Monday, Thursday and Friday

 8.50am to 3.40pm on Tuesday and Wednesday

There is a half hour unpaid lunch break each day.

**JOB DESCRIPTION**

**Purpose of the Job**

The Learning Mentor is a school based staff member whose job is to tackle any barriers to learning which prevent students from accessing learning effectively whether the reasons arise from inside the school or from outside. The Learning Mentor works in a team alongside teaching staff and existing pastoral systems to provide an extra layer of support for the students in the school.

**Roles and Responsibilities**

* To work with the pastoral teams to identify those students who would benefit most from a Learning Mentor and draw up an action plan for each child identifying the particular support needed.
* To develop a 1:1 mentoring relationship with students needing particular support, to achieve the goals and targets defined in the action plan.
* Offer mentoring support in small groups on specific issues.
* To keep Heads of Year informed of the children’s needs and progress, and to help to secure positive family support and involvement.
* To work when appropriate, with the co-ordinator for special needs (SENCO), the gifted and talented co-ordinator, form tutors, heads of year and the senior leadership team to ensure that the needs of the identified students are met.
* To have knowledge and appreciation of the range of activities, courses, opportunities and organisations that could be drawn upon to provide extra support for young people.
* To attend relevant in-service training in order to improve practice.
* To liaise with middle schools and colleges to ensure that students who are at serious risk of dropping out of education/training have an identified programme to enhance their engagement in education and school life.
* To provide supervision of students on internal exclusions (assisting in the implementation of an identified intervention programme where appropriate).
* Operate varying levels of intervention depending on the reasons for referral.
* To support the student’s progress towards academic and pastoral targets as agreed.
* To liaise with the range of outside agencies who are available to support young people and their families and refer on where necessary.
* To produce written reports as and when required.
* To comply with all the requirements of health and safety legislation and council policy taking appropriate action where necessary.
* To work within, support and promote the school’s Equal Opportunities Policy.
* To undertake such other duties as directed by the Headteacher and/or the Learning Mentor Co-ordinator commensurate with the grading and nature of the post.

**Special Conditions**

There will be a need for flexible working arrangements to include parents’ evenings etc.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not have been identified; therefore employees will be expected to comply with any reasonable request from a manager, including ad hoc projects, to undertake work of a similar level that is not specified in the job description.

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**WHITMORE HIGH SCHOOL**

**LEARNING MENTOR**

**Person Specification**

* You must be able to relate well to a wide range of young people from

different ability, ethnic and social backgrounds as well as with teachers and other professionals.

* You will need commitment, energy and patience and must be prepared to learn.
* A background in teaching personnel, in-class support, youth work, careers or social services would be useful.
* An understanding of inclusion within formal/informal settings.
* Ability to engage constructively with, and relate to, a wide range of young people and families/carers with different ability, ethnic and social backgrounds.
* Ability to work effectively with and command the confidence of teaching staff and senior management within the school.
* Working with others, the ability to assess and review young people and family circumstances and plan appropriate responses, drawing on in-school and external advice and expertise where necessary.
* A proven track record in working with young people.
* A desire to do something worthwhile for young people, to understand their needs and to gain insights into how they think.
* Knowledge of, and ability to work effectively and network with, a wide range of supporting services in both the public and private sectors; and ability to draw on a wide range of support, information, opportunities and guidance.
* Ability to identify potential barriers to learning and jointly engage in strategies to overcome these barriers.
* Ability to see the mentoring role as a long term activity designed to achieve the goals in the learning action plan and not a quick fix/troubleshooting role.
* Ability to engage in joint goal setting with the individual pupil as part of the learning process.
* Have time and energy to put into the relationship.
* Be up to date with current research and best practice.
* Competence in the skills of networking, facilitating and developing others.
* A willingness and ability to learn and see potential benefits and application of that learning.
* To demonstrate an understanding of how s/he can work with the Headteacher, Senior Leadership and pastoral team to create a safe environment for all in the school.
* Excellent oral and written communication skills.
* Effective use of ICT to support learning.
* Knowledge of the National Curriculum and other learning programmes and/or work based and activity based learning.
* Ability to support a range of educational activities and experience of the preparation/identification of resources to support learning.
* High expectations of all young people, respect for their social, cultural, religious and ethnic background and a commitment to raising the achievement and self-esteem of young people.
* Ability to develop own practice through discussion, observation and evaluation of others.

July 2018