



Mossbourne
Federation

Senior Learning Mentor

Job Description



POSITION	Senior Learning Mentor
SALARY	UQ2: £29,745.00 per annum
START DATE	Monday, 1st September 2025 [INSET Days 27th - 29th August 2025]
HOURS	40 hours per week
FULL TIME EQUIVALENT	52 weeks per annum
CONTRACT TYPE	Permanent
RESPONSIBLE TO	Assistant Vice Principal
LOCATION	Mossbourne Community Academy
KEY WORKING RELATIONSHIPS	ELT, teachers, students and parents

Background

Mossbourne is the realisation of Sir Clive Bourne's dream to provide the children of Hackney with an outstanding education. Mossbourne is built on a formula of high expectations, doing the simple things right, and the belief that all children can succeed. All learners, regardless of ability, benefit from the innovative and enlightened approaches to teaching and learning. The Federation's calm working atmosphere creates well-rounded individuals who excel in the arts, on the sporting field and academically.

The Mossbourne Federation consist of seven academies: Mossbourne Community Academy (MCA), Mossbourne Fobbing Academy (MFA), secondary and sixth form, Mossbourne Victoria Park Academy (MVPA), Mossbourne Port Side Academy (MPA) secondary, Mossbourne Parkside Academy (MPA), Mossbourne Riverside Academy (MRA), Mossbourne Herd Lane Academy (MHA) primary.

The Mossbourne Federation is actively seeking to increase the proportion of our workforce who come from diverse backgrounds. We particularly welcome applications from people of Black, Asian and other minority ethnic descent. Injustice, discrimination and intolerance go against the core tenets of the Mossbourne ethos. We actively reject discrimination in our academies through continuous review of our working policies & practices across the federation, including at board level. We are committed to developing & supporting inclusivity, diversity & anti-racism in every facet of what we do.

Mossbourne Community Academy (MCA)

The Mossbourne Federation's flagship academy, Mossbourne Community Academy (MCA) is built on high expectations and doing right by the students in our care. We are driven to ensure that MCA students have future choices and opportunities, succeed in their chosen career pathways, and make positive contributions to society. MCA has not only changed the face of education in Hackney but has also raised the bar in educational expectations to the highest level; we achieve recognition, nationally, and annually, for setting a new benchmark for non-selective comprehensive education.

All students, regardless of race, gender, background, or ability, are encouraged to achieve their true potential and the behaviour of our students is exemplary. With outstanding GCSE and A-level results, year on year, Mossbourne Community Academy is placed within the top 1% of schools in the country. We are tremendously proud that our most recent Ofsted Inspection, dated November 2021, judged the academy as 'outstanding' and starts with the sentence 'Mossbourne Community Academy changes student's lives for the better', because that is what we do, year on year. In 2023, Mossbourne Community Academy was named the top comprehensive school in London in The Sunday Times 'Good Schools Guide', the 5th most oversubscribed school in England and the most oversubscribed school in London. Such recognition is a testament to the pride, hard work and dedication of our staff body, students, and parents.

If you want to be part of the team that is improving the life chances of our students, then read on.



The Pastoral Team

The Pastoral Team is led by a Vice Principal and is also comprised of ELT Pastoral Leads, the Head of SEND Inclusion, Heads of School, the Heads of Year and the Pastoral and Safeguarding Administrator. The Pastoral Team is essential in maintaining the purposeful and disciplined environment in which Mossbourne students excel. The Pastoral Team supports the daily smooth running of the Academy and is also intrinsic in supporting the personal development of the students in our care. The Pastoral Team is highly visible at all times around the Academy and form the Safeguarding Team (Designated Safeguarding Leads) at the Academy.

Job Summary

Students selected for mentoring present with a wide range of support needs that are often managed and frequently overcome with the support of a Learning Mentor. Mentoring provides support for students who experience barriers to learning. Mentoring provides 1:1 adult guidance for learning, in a constructive, supportive and professional setting and is an intrinsic and successful element of the pastoral support system. Learning Mentors work closely with both the Pastoral Team and CSD Team in order to best support students on their caseload. You must be passionate about education, well organised and willing to go the extra mile.

The Senior Learning Mentor is responsible for overseeing the team of Learning Mentors, which includes managing caseloads of all learning mentors, planning and co-ordinating interventions, liaising with Heads of Year regarding students on the Learning Mentor caseloads and waiting lists, and overseeing administration tasks and record keeping.

Main Duties & Responsibilities

- Oversee the smooth running of the Learning Mentor Team
- Have an overview of all students on the Learning Mentor caseloads and waiting list, and ensure students are allocated the correct support in a timely manner
- Oversee and quality assure record keeping and administration relating to students on the Learning Mentor caseloads
- Co-ordinating, overseeing and reviewing interventions led by the Learning Mentor Team
- Take responsibility for mentoring students as designated by the Assistant Vice Principal or by members of the Pastoral Team. This may include students on the SEND Register.
- Ensure that students receive regular support and input to promote their progress both academically and socially in the Academy
- Involve the student as much as possible in decisions regarding the learning process, available support and target setting
- Be responsible for the planning, delivering, assessing and recording of support given to students in line with Mentor Record Keeping and Action Plan Procedures and to ensure that these are in good order
- Support the learning of mentored students in a variety of ways to meet the needs of the student: e.g. 1:1 support in class, individual and regular withdrawal, observations in class, as appropriate to each student's needs.
- Prepare review reports for students receiving SEN Support or with EHCPs, in line with the Annual Review Procedures
- Contribute to Personal Education Plans and reviews for Looked After Children on the caseload
- Hold Review Meetings with parents for students on the caseload



- Liaise closely with the Pastoral Team in the identification and the provision of targeted support for students identified with social and behavioural difficulties and prepare Behaviour and Pastoral Support Plans, as required.
- Work closely with the staff responsible for transition to provide support for students identified as vulnerable at the time of transition
- Attend all meetings as directed by the Assistant Vice Principal or the Pastoral Team
- Take responsibility for a range of interventions such as support clubs and groups as directed by the Assistant Vice Principal
- Work with teachers to identify and respond appropriately to student's individual needs, assisting students in areas of specific difficulty.
- Help promote and reinforce students' self-esteem, encouraging inclusion of students with special educational needs.
- Accompany teachers and pupils on school visits and in other activities outside of the classroom, taking responsibility for specific pupils or small groups as directed by the teacher
- Supervise students during breaks and/or lunchtimes and before the start of the academic day
- Follow all federation policies and procedures, in particular those related to health and safety, child protection, behaviour management, inclusion, equality and data protection. Ensuring the health and safety of all pupils in the classroom and throughout the academy in accordance with the academy's policy
- Participate as required in the Federation's performance management process and take part in appropriate training and development activities, including a First Aid Certificate
- Have a flexible and proactive approach to ensuring the needs of the children are being met, with the support of the team
- Undertake and carry out, in line with Academy procedures, all designated duties to ensure the smooth running of the Academy

Person Specification				
E Essential Or D Desirable	Requirements	Assessment Criteria		
		App Form	Task	Intervie w
Experience				
E	Experience of working as a Learning Mentor	X	X	
D	Able to liaise in a professional manner with parents and external agencies, as appropriate	X	X	
E	Experience working independently and as part of a team	X	X	
D	Develop & maintain positive relationships with all stakeholders, communicating key information in a timely way	X	X	
D	Experience of support work with children within an inner-city multicultural academy	X	X	
D	Experience of handling sensitive data	X	X	
D	Experience of monitoring children's achievement	X	X	



E	Knowledge, understanding & commitment to equal opportunities	X	X	
E	Demonstrable knowledge of strategies to support children to be their best	X	X	
D	An awareness of strategies for managing pupils with challenging behaviour	X	X	X
E	Knowledge of issues related to underachievement of children and strategies to engage reluctant or underachieving learners	X	X	X
	Experience of working as a Learning Mentor	X	X	
Qualifications				
D	Mentor or counselling qualifications – highly desirable		X	
D	Good educational qualifications (preferably a degree)		X	
IT knowledge				
D	Strong working knowledge of the MS Office Applications		X	X
D	Ability to swiftly adapt to and utilise new/various systems/software		X	X
Behavioural Competencies				
E	Excellent communication skills	X	X	X
E	Commitment to meeting deadlines internally and externally ensuring output consistently is of an exemplary standard	X		
E	Upmost integrity and high levels of motivation & commitment	X		
E	Proactive approach to dealing with problems as they arise	X		
E	Efficient time management & prioritisation skills			
E	Genuine interest & passion for the education of young people & the will to contribute to the wider life & community of the Federation; Committed to the principles of Inclusive Education	X	X	X
E	Be an integral member of the team with the initiative to work independently with minimal supervision	X		X
E	Strategic approach, ability to see the ‘big picture’ and also think ‘outside of the box’	X	X	X
E	Understanding of the need for confidentiality	X	X	
Applicable to all staff				
E	Undertake training as required to fulfil the requirements of the role	X	X	X
E	Support Mossbourne through your actions & attitude, adjusting performance and practice in accordance with Federation initiatives and directives.	X	X	X
E	Recognise your role as part of the success of Mossbourne.	X	X	X
E	Play an active role in the safeguarding of all students and adults.	X	X	X

**Mossbourne Federation reserves the right to modify this job description to ensure the needs of the Federation & students are met.
The document is not a comprehensive list; it simply outlines the expectations of this role.**



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This post is subject to an enhanced DBS disclosure. The post holder must be committed to safeguarding the welfare of children.