**Tong Leadership Academy**

*Nurturing Today’s Young People, Inspiring Tomorrow’s Leaders*

**JOB DESCRIPTION**

|  |  |  |  |
| --- | --- | --- | --- |
| **Job Title:** | Learning Mentor | | |
| **Base:** | **Tong Leadership Academy** | | |
| **Reports to:** | Student Progress Leader | **Grade:** | Points 26 – 28 |
| **Staff Responsibility for:** | n/a | **Salary:** | £20,098 – £21,444 per annum |
| **Term:** | **37hpw**  **Term time only plus 1 week** |
| **Additional:** | As assigned. |

**JOB PURPOSE**

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

**JOB SUMMARY**

1. To provide integrated focussed support for the most vulnerable students to enable them to become successful independent learners
2. To provide wrap around support for our most vulnerable students and their families in order to enable the students to become successful independent learners
3. To play a key role in the whole school attendance strategy by leading and implementing whole cohort attendance strategies
4. To be level 3 safeguarding trained and work with our Safeguarding Lead Professional and the senior designated officer to support our most vulnerable students and their families and ensure the school does everything possible to safeguard their welfare

**RANGE OF DECISION MAKING**

To make decisions using initiative where appropriate within established working practices and procedures.

The post holder will be expected to use good common sense and initiative in all matters relating to:

* the conduct and behaviour of individual and small groups of students
* the correct use and care of materials by individual and small groups of students
* the safety, and well-being of the students.

**KEY RESPONSIBILITIES AND ACCOUNTABILITIES**

* 1. **SUPPORT FOR STUDENTS**
  2. To mentor a cohort of vulnerable students, where the vulnerability may be with regard to attendance, achievement or behaviour, developing their skills for learning
  3. To be Level 3 safeguarding trained, working closely with the school Safeguarding lead professional and the senior designated officer
  4. To manage all aspects of student development and well-being for a cohort of students
  5. To work with the SPLs and other members of staff in order to:
* Support students in having high expectations and to achieve their full potential
* Encourage good attendance and set targets to secure improvement
* Create and maintain a positive and supportive ethos
* Promote high standards of achievement, attendance, behaviour and dress
  1. Provide feedback to students as appropriate
  2. Use specialist skills/ training/ experience to support students in relation to achievement, attendance, admissions and exclusions
  3. To act as a role model for students
  4. Deal with complex queries from families
  5. Establish productive working relationships with students, acting as a role model
  6. Provide information and advice to enable students to make choices about their own learning/ behaviour/ attendance
  7. Challenge and motivate students, promote and reinforce self-esteem
  8. Provide feedback to students in relation to progress, achievement, behaviour, attendance etc.
  9. To work with individual students and small groups to re-address behaviours and build independence, self-reliance, determination and resilience
  10. Provide specialist input for vulnerable students e.g. those at risk from exploitation or where there are other child protection or criminality concerns
  11. To provide regular updates on progress towards targets for families
  12. Manage the re-admission of students following exclusion/ after-school provision
  13. Promote the speedy/effective transfer of students across phases/integration of those who have been absent or on flexible pathways out of school (PRU or other alternatives)
  14. Promote the speedy/effective re-integration of students who have had specialist/flexible provision within school and are returning to mainstream lessons
  15. Support the admission of new students and oversee systems for the re-admission of students following exclusion or long term absence from school
  16. To establish positive and constructive relationships with families of targeted students, exchanging information, facilitating support for their child’s attendance, access and learning and supporting home to school and community links
  17. To liaise with colleagues as necessary to ensure appropriate intervention strategies are in place to combat barriers to learning
  18. Support with the organisation and delivery of assemblies
  19. To support the calm and efficient movement of students around the building and especially at lesson changeover, being visible and proactive in moving students on at key points during the school day e.g. at the end of break and lunchtimes
  20. Work with students during their social time as necessary so they are actively and positively engaged in a positive school culture
  21. To resolve incidents and refer more serious incidents to the Student Progress Leader
  22. To take a lead role in the restorative justice process to enable students to become independent learners
  23. To organise and manage “first line” sanctions
  24. To liaise with Child Protection / LAC and Child Protection Officer with regard to admissions attendance, exclusions, child protection and matters relating to looked after children.
  25. To work closely with all teaching, mentoring, voluntary staff and any other appropriate agencies in order to manage a co-ordinated and coherent programme for monitoring and improving attendance levels
  26. To alert the SPL about any trends or patterns of attendance which need addressing
  27. To liaise with ESWS and other relevant parties on matters concerning attendance patterns for a year group.
  28. Monitor and analyse year team attendance data on a daily basis and take immediate intervention action
  29. To ensure all unexplained absences in the year team are accounted for to secure safeguarding
  30. To ensure all absent students in the year team are contacted on a daily basis and take the necessary steps to improve attendance
  31. Support the year team in the implementation of behaviour, rewards and attendance strategies
  32. Offer support and advice to students and staff in dealing with challenging situations and to implement suitable strategies to resolve difficulties
  33. Supervise students on visits, trips and out of school activities as required

1. **ORGANISATION**
   1. To liaise with the SEN Facilitator regarding EHC plans and attend relevant meetings
   2. Contribute to the school self-evaluation process and improvement plans
   3. Assist with ensuring the smooth running of consultation events for relevant year group
   4. Contribute to the planning, development and organisation of support service systems/ procedures/ policies
2. **SUPPORT FOR THE SCHOOL**
   1. To maintain high standards of work, behaviour, appearance and attendance in order to realise the full potential of students
   2. To take a role in the school duty rotas, including out of school time, on call and detentions
   3. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
   4. Undergo specialist training as required (e.g. Care and Control, Rewind, SEAL, Boxhall testing) and implement and cascade these strategies as required.
   5. Provide CPD for other colleagues in approaches to share expertise and strategies across the school
   6. Work closely with any external agencies that are involved with the student
   7. To conduct investigations into incidents involving students and compile the relevant data
   8. Play role in the Restorative Justice system processes between students and teachers
   9. Promote a safe, calm learning environment across the school generally and particularly during before school, breaks, lunchtimes and after school sessions by undertaking duties and leading on activities
   10. Along with other members of the team, promote the school across the local and wider community including supporting the organisation of events

### **SUPPORT FOR TEACHING AND LEARNING STAFF**

* 1. Provide first line contact for families and staff in school regarding their mentees
  2. Support in the classroom where necessary particularly during re-integration
  3. Make home visits as necessary
  4. Monitor reporting system for mentees and provide feedback as necessary to the Year Teams, curriculum teams, and families
  5. Support the year teams during parental meetings
  6. Provide information, updates and expertise at meetings
  7. Support students’ access to learning using appropriate strategies, resources etc.
  8. Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested
  9. Assist in the development and implementation of appropriate behaviour management strategies

1. **SUPPORT FOR CURRICULUM**
   1. Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for students to broaden and enrich their learning
   2. Provide specialist education programmes or broker these with outside agencies (drugs, alcohol. sexual exploitation, self-esteem, gang culture).
2. **RESPONSIBILITIES**
   1. Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
   2. Be aware of and support difference and ensure equal opportunities for all
   3. Contribute to the overall ethos/ work/ aims of the Trust
   4. Establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of students
   5. Recognise own strengths and areas of expertise and use these to advise and support others
   6. To undertake personal development through training and other learning activities including performance management
   7. Evaluate own practice and identify areas for improvement through line management discussions
   8. To attend and participate in regular meetings
   9. To support on co-ordination of some events
   10. To model the values and vision of the Trust in accordance with the aims of the school, the School Improvement Plan and the policies determined by the Trust, Governing Body and Head teacher
   11. Promote and ensure the health and safety and good behaviour of students at all times
   12. To promote excellence, equality and high expectations amongst staff, students, families and community partners
   13. To work within the agreed policies and procedures of the Trust, School and Governing Body
   14. To liaise with parents/carers, outside agencies and staff as appropriate
   15. To actively promote the ethos of the school within day to day activities, including taking part in lunch and break duties
   16. To maintain professional awareness of current issues pertaining to the post and take an active part in specialist support/ information groups
   17. To carry out all other reasonable duties commensurate with the post as required

# OTHER RESPONSIBILITIES

## Promote the Trust’s vision of ‘nurturing today’s young people, inspiring tomorrow’s leaders’.

## Champion the Trust’s values of ‘Service’, ‘Teamwork’, ‘Ambition’ and ‘Respect’.

## Contribute to the wider life of the Trust and the Tauheedul community.

## Carry out any such duties as may be reasonably required by the Trust.

## To take responsibility in the supervision of groups of students with whom the postholder is workin

## To take responsibility in the supervision of students, work experience students, trainees, and voluntary helpers with whom the post holder is working

## To play a role in school duty rotas including out of lesson time, detentions and on call

## Responsible for individual students and groups of students both within and outside school, within the scope of the duties of the post

# RECORDS MANAGEMENT

## All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust’s policies and procedures on records management.

## To maintain the confidential nature of information relating to the school, its students and families

## Responsible for the safe keeping of computer hardware and software, and paper-based records and ensuring the requirements for the Data Protection Act are met

This appointment is with the Trust. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the ‘Tauheedul Contract’.

**PERSON SPECIFICATION**

|  |  |  | **Assessed by:** | |
| --- | --- | --- | --- | --- |
| **No** | **CATEGORIES** | **Essential/ Desirable** | **App**  **Form** | **Interview/Task** |
| **QUALIFICATIONS** | | | | |
|  | NVQ Level 3 in relevant discipline or equivalent qualification or experience | **E** | 🗸 |  |
|  | GCSE English and Maths or equivalent e.g. Adult Literacy/Numeracy at level 2 | **E** | 🗸 |  |
|  | Commitment to own personal and professional development, being prepared to undertake training relevant to the post | **E** | 🗸 | 🗸 |
|  | Level 3 in Child Protection or willingness to undertake | **E** | 🗸 | 🗸 |
|  | NVQ Level 4 in relevant discipline or equivalent qualification or experience | **D** | 🗸 |  |
|  | Qualifications relating to post e.g. child protection, safeguarding, care and control, mentoring, health, children, practical skills, first aid | **D** | 🗸 |  |
|  | Health and Safety training as appropriate | **D** | 🗸 | 🗸 |
| **EXPERIENCE** | | | | |
|  | Recent experience of working in a school or other organisation with children of relevant age to promote learning | **E** | 🗸 | 🗸 |
|  | Experience of working with students of relevant age, assisting in their development | **E** | 🗸 | 🗸 |
|  | Experience of working with pupils with additional educational needs, more able, special educational needs | **E** | 🗸 | 🗸 |
|  | Experience of working as part of a team | **E** | 🗸 | 🗸 |
|  | Experience of operation of administrative systems and ICT packages | **E** | 🗸 | 🗸 |
|  | Experience of working in a multi-agency setting, co-ordinating appropriate provision for vulnerable students | **E** | 🗸 | 🗸 |
|  | Experience of and training in the use of the SIMS SEN Module | **D** | 🗸 | 🗸 |
|  | Experience of working in a multi-disciplinary team environment | **D** | 🗸 | 🗸 |
|  | Relevant experience working in liaison with families | **D** |  |  |
| **ABILITIES, SKILLS AND KNOWLEDGE** | | | | |
|  | An understanding of the needs of a multicultural society | **E** | 🗸 | 🗸 |
|  | An understanding of the issues relating to pupils who have additional learning needs, are more able or who have special educational needs. | **E** | 🗸 | 🗸 |
|  | Understanding of principles of child development and learning processes as appropriate. | **E** | 🗸 | 🗸 |
|  | An understanding of how the pastoral system supports teaching and learning and raises achievement in the school | **E** | 🗸 | 🗸 |
|  | Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation | **E** | 🗸 | 🗸 |
|  | Working knowledge of curriculum and other relevant learning programmes/strategies | **E** | 🗸 | 🗸 |
|  | Knowledge of Behaviour Management | **E** | 🗸 | 🗸 |
|  | Knowledge of school procedures | **D** | 🗸 | 🗸 |
|  | To have knowledge of SIMS (or similar) package relating to students | **D** | 🗸 | 🗸 |
|  | Ability to relate well to pupils and adults | **E** | 🗸 | 🗸 |
|  | To be able to meet the challenge of changing educational issues and situations | **E** | 🗸 | 🗸 |
|  | Ability to understand classroom roles and responsibilities and your own position within these | **E** | 🗸 | 🗸 |
|  | Demonstrate good co-operative, interpersonal and listening skills | **E** | 🗸 | 🗸 |
|  | Ability to be an effective role model for young people | **E** | 🗸 | 🗸 |
|  | Ability to prioritise conflicting demands and pressures | **E** | 🗸 | 🗸 |
|  | Understanding, awareness and experience of managing the behaviour and learning needs of vulnerable students | **E** | 🗸 | 🗸 |
|  | To have effective communication skills, both written and verbal, to address a variety of groups and individuals | **E** | 🗸 | 🗸 |
|  | To be able to create a positive ethos founded on mutual respect and good relationships | **E** | 🗸 | 🗸 |
|  | To prioritise and manage own time effectively and work under pressure and to deadlines | **E** | 🗸 | 🗸 |
|  | Very good numeracy/literacy skills | **E** | 🗸 | 🗸 |
|  | Ability to use other relevant equipment / technology | **E** | 🗸 | 🗸 |
|  | Ability to use ICT effectively in relation to the post | **E** | 🗸 | 🗸 |
|  | Control and restraint training or willingness to undertake | **E** | 🗸 | 🗸 |
| **PERSONAL QUALITIES** | | | | |
|  | Willingness to share knowledge, expertise and experience | **E** | 🗸 | 🗸 |
|  | Maintain confidentiality in matters relating to the school, its students, parents and carers | **E** | 🗸 | 🗸 |
|  | Ability to work proactively and independently | **E** | **🗸** | 🗸 |
|  | Ability to self-evaluate learning needs and actively seek learning opportunities | **E** | 🗸 | 🗸 |
|  | Flexibility and ability to deal with change | **E** | 🗸 | 🗸 |
|  | Good organisational skills | **E** | 🗸 | 🗸 |
|  | Demonstrate a commitment to working with students of the relevant age | **E** | 🗸 | 🗸 |
|  | Ability to work constructively as part of a team | **E** | 🗸 | 🗸 |
|  | Ability to remain calm under pressure | **E** | 🗸 | 🗸 |
|  | Flexibility and willingness to accept change | **E** | 🗸 | 🗸 |
|  | A passionate belief in the Trust’s vision of ‘nurturing today’s young people, inspiring tomorrow’s leaders’. | **E** | 🗸 | 🗸 |
|  | A strong commitment to the Trust value of ‘Service’. | **E** | 🗸 | 🗸 |
|  | A strong commitment to the Trust value of ‘Teamwork’. | **E** | 🗸 | 🗸 |
|  | A strong commitment to the Trust value of ‘Ambition’. | **E** | 🗸 | 🗸 |
|  | A strong commitment to the Trust value of ‘Respect’. | **E** | 🗸 | 🗸 |
|  | Commitment to support Tauheedul Education Trust’s agenda for safeguarding and equality and diversity. | **E** | 🗸 | 🗸 |
|  | Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment. | **E** | 🗸 | 🗸 |
|  | Must be legally entitled to work in the UK (Immigration, Asylum and Nationality Act 2006) | **E** | 🗸 | 🗸 |
|  | No contra-indications in personal background or criminal record indicating unsuitability to work with children/ young people. (Enhanced DBS required). | **E** | 🗸 | 🗸 |
|  | Ability to deal with a large multi-level building. (with lifts) | **E** | 🗸 | 🗸 |
|  | Must be able to perform all duties and tasks with reasonable adjustment where appropriate in accordance with the Equality Act 2010. | **E** | 🗸 | 🗸 |
|  | Ability to cope with the requirements of the post which may include working with pupils who have emotional, behavioural or physical difficulties. | **E** | 🗸 | 🗸 |