



Lead Learning Mentor

Salary / grade range	Level 8 salary points 22 to 25 £29,439 - £32,020 (Actual £25,632 - £27,884) 37 hrs term time plus 6 days
Location	Co-op Academy Stoke-on-Trent
Reports to	I-zone Coordinator

Purpose of role:

- To safeguard the wellbeing and safety of students.
- To reduce the number of bullying incidents.
- To promote the inclusivity and diversity of the Academy.
- To lead and manage a team of mentors to provide students with outstanding pastoral care removing their barriers to learning.
- To Champion 'Early Help'
- To support the DSL
- Manage the multi agency budget.

Key accountabilities (and specific duties / responsibilities):

- The Lead Learning Mentor will lead and manage a team of mentors in order to identify, target, develop and implement pastoral care to vulnerable young people removing their social and emotional barriers to learning.
- The Lead Learning Mentor will be responsible for the development of a whole Academy strategy to address the mental health and wellbeing of students.
- The Lead Learning Mentor will be responsible for the development and implementation of a whole Academy approach to bullying and discriminatory behaviour in order to promote the inclusivity and diversity of the Academy.
- The Lead Learning Mentor will be an active Safeguarding Officer, the Academy's Early Help champion and will coordinate outside agency support.
- The Lead Learning Mentor will deliver effective safeguarding training to all staff on Early Help, LGBT+, mental health awareness and other appropriate safeguarding issues.



- The lead Learning Mentor will have oversight of the Academy mentoring system and will analyse the impact and effectiveness of such a system by providing an annual report to the Deputy Head for Inclusion
- The Lead Learning Mentor will assess the individual needs of each targeted student and expertly signpost to relevant outside agencies. .
- The Lead Learning Mentor will have full knowledge and understanding of a range of outside services, partners and agencies who can provide additional support for students, e.g. CAMHS, Children’s Social Services and Third Sector organisations etc in order to make timely referrals into such services.
- Undertake home–school liaison activities, including home visits, in order to safeguard students and to secure positive family support and involvement.
- Maintain accurate pastoral records, referrals and evaluations.
- Support with transition arrangements for students entering / leaving the school.
- To continue to professionally develop the role of Lead Learning Mentor by attending appropriate and relevant training programmes.
- To ensure that students who are victims of abuse are supported appropriately and sensitively and that all actions assigned to Co-op Academy Stoke-on-Trent from planning and intervention meetings are successfully carried out and monitored.
- Support the role of the DSL and DDSL

Personal attributes required (based on job description):

Attributes	All attributes are essential, unless indicated below as ‘desirable’	How measured, e.g. application form (A), interview (I)
Qualifications <ul style="list-style-type: none"> • NVQ 3 or above 		A,



<ul style="list-style-type: none"> • Competent in English and Maths (GCSE C and above) • First Aid Qualification • Counselling Qualification • Mental Health Qualification 	<p>D D D</p>	<p>A,</p>
<p>Experience</p> <ul style="list-style-type: none"> • Level 3 Safeguarding Trained • Experience of working with vulnerable children, young people and families. • Experience and knowledge of preventative and statutory education welfare strategies • Experience in a school setting • Open and lead on Early Helps 		<p>A, I A, I A, I A, I A, I</p>
<p>Skills, Ability, Knowledge</p> <ul style="list-style-type: none"> • The development of a range of pastoral support and wellbeing for students providing a range of interventions available to mitigate these challenges • Knowledge of relevant legislation, e.g. relating to school behaviour, welfare and PSHE policy e.g. KCSiE and government initiatives around mental health • Knowledge and understanding of the barriers to learning faced by children and young people Knowledge and understanding of the effect of social, economic and cultural issues on children and young people • Knowledge of data protection, safeguarding and child protection issues and an understanding of appropriate action to take if a disclosure is made • Understanding of the range of other services, partners and agencies who can support pupils, e.g. Educational Psychologists, CAMHS, Children’s Social Services and Third Sector Organisations 		<p>A, I A.I A, I A, I A, I</p>



<p>Personal Qualities</p> <ul style="list-style-type: none">• Have a genuine interest in the wellbeing of students.• Have active listening skills and the ability to deal with sensitive situations with integrity and confidence.• Have a discerning judgement to manage situations relating to the safeguarding of students.• Be able to challenge poor student behaviour in a way that is firm yet fair under the banner of respect.• Communication skills to influence, persuade, motivate and engage with a wide range of children, young people and their families• Interpersonal skills to form and maintain positive working relationships with students, their families, colleagues, and other education/healthcare professionals and partner organisations• Analytical skills to interpret complex information to solve problems, make recommendations and make decisions for action• Organisational skills to manage time effectively, work under pressure to prioritise, and re-prioritise own work and that of the team, to meet potentially conflicting deadlines		
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This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.