



Name:

Job Description: Learning Mentor

Grade: KR6

Employed for: 37 hours per week, term time only + 2 SDDs

Hours: 08.00 – 16.00 Mon – Thurs, 08.00 – 15.30 Fri (to include 30 minutes unpaid lunch break)

Responsible to: Head of Year

Responsible for: **Academic and pastoral progress within a year group.**

Purpose

To provide a complementary service to existing teachers and pastoral staff within the school, addressing the needs of children, supporting them in overcoming barriers to learning and enabling them to achieve their full potential thereby supporting the school to raise standards of achievement, improvement, attendance and raise standards of behaviour.

Necessary Experience

- Good standard of Education (Level 3) together with good numeracy and literacy skills (GCSE English and Maths or equivalent).
- Learning Mentors will be expected to mentor pupils to raise expectations and aspirations as part of the brief and if required support individuals with their learning.
- At least 2 years' experience of working closely with children
- Ability to use basic technology (computer, email, photocopier etc.)
- Knowledge of policies and procedures relating to safeguarding, health & safety, security and confidentiality.
- Ability to relate well with children and communicate diplomatically and tactfully with adults (e.g. parents)
- Must be motivated and be able to work independently with minimal supervision.

Person Specification

A Learning Mentor should be:

- Proactive and dynamic
- Approachable
- A good listener
- Non-judgemental
- A role model
- Positive and reliable
- Realistic
- Patient
- Most of all, to be committed to mentoring

Through their work with students they will seek to:

- Foster the participation of the student in their own assessment for learning
- Enable students to become independent learners
- Help to raise standards and achievement

| Accountabilities | Indicative tasks/actions |
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| Investigate learning, attendance and behavioural problems concerning individual students and help resolve the problem and/or equip the student with the skills and strategies to improve matters | Liaise with appropriate HOY and take appropriate actions. Updating HOY and AHT Advise and support in one-to-one or group mentoring as appropriate |
| Promote a culture of excellence within the school ensuring students abide by the Code of Conduct and uniform/dress codes. | Monitor student presentation and behaviour. Liaise with HOY/AHT where issues arise. |
| Support and assist school staff dealing with challenging student situations in order for the needs of the student to be adequately met. | The Learning Mentor will liaise with parents, after consultation with the Head of Year/ Assistant Headteacher, SENCO, keeping them informed of the child's progress and outlining the support programme in place |
| Collating and compiling information and data about individual students to support the HOY. | Liaise with subject staff Recording incidents on SIMS Reporting back to the HOY |
| With the HOY devise, implement and evaluate individual student action plans to enable students to access learning activities and raise achievement. | Raising student self-esteem by showing interest not only in their work but their general well-being. |
| Liaise with the AHT, HOY & SENCO to identify students where there are barriers to learning. | Develop strategies for identified target groups and individuals as agreed with AHT & HOY. Share good practice. Organise and supervise homework club every evening (on a rota with other Learning Mentors) |

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| Together with the HOY, monitor the pastoral and academic databases. | Attend lessons with students to support them in the classroom as necessary |
| Develop a mentoring relationship with students identified as needing support. | Giving individual support in the classroom under the management of the teacher directed by the HOY |
| Support individual students in developing strategies to develop their study skills, organisation and revision techniques. | Inform parents and update teaching staff and HOY/AHT. Co-ordinate all internal study eg. isolated students etc. |
| Identify issues that impact negatively on cohesiveness of a school year and suggest where intervention may improve learning and development of students | Attend tutoring sessions and liaise with form tutors to feedback and act as appropriate. Monitor school events and student visits Liaise with PSHEE coordinator |
| Encourage students to participate in and out of school learning activities to enable them to develop social skills and improve their standards of behaviour. | Assisting students to increase their knowledge, understanding and skills across the curriculum This may include setting up, organising, co-ordinating and staffing these activities to ensure they meet the standards required |
| Liaise with school staff, EWOs and other external agencies to identify students at risk of disaffection and share this information in order for the necessary action to be taken. | Liaise with the SENCO on appropriate strategies for students on the SEN register, or those as identified as underachieving by the Heads of Year/AHT; including study skills, learning styles, organisational strategies. Organising and leading homework club (out of hours learning club), on a rota with the other learning mentors), to mentor and support identified students. |
| Maintain regular contact with families/carers of children in need of extra support in order to keep them informed of the child's needs and progress to secure positive family support and involvement. | Attending all reviews of a students' referral, including those in school and those involving outside agencies. |
| Contribute to the monitoring and evaluation of the effectiveness of support strategies used within the school. | Feedback to key staff within the school and attend relevant meetings. |
| Participate in student activities and events to promote the school's ethos, to raise own profile as a role model and a source of support to students | Participating in prefect activities Run clubs eg homework club Help organise students during examination period as requested by the exam secretary Help with the induction of new students Participate in and help organise focus days and PSHE sessions. |
| Safe Room Management: | To liaise with the Assistant Headteacher (Behaviour) on a regular basis in regard to the Safe Room. |

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| | <p>To liaise with subject staff to provide work for students in the Safe Room.</p> <p>To contact parents to inform them that their child has been taken to the Safe Room and to explain the reason for this.</p> <p>To return a student to their lesson as soon as that student is calm and able to access the lesson they came from, or to access the following lesson.</p> <p>To liaise with Head of Year/Assistant Headteacher/Director of Behaviour about factors that may be impacting on behaviour of students who come to the Safe Room eg personal problems, difficulties with interpersonal relationships with staff or other students</p> <p>To support student learning while in the Safe room.</p> <p>To use Restorative Approaches to provide opportunities for students to reflect on their actions both within the Safe Room and then in lessons after their sanction.</p> <p>To establish effective 1:1 mentoring and other supportive relationships with students.</p> <p>To supervise and support students out of directed lesson time, including before and after school if appropriate and within working hours.</p> <p>To attend relevant meetings as requested.</p> <p>To keep accurate records pertaining to the Safe Room as required by the Assistant Headteacher (Behaviour).</p> <p>To manage all resources in regard to the Safe Room</p> |
| <p><u>Duties</u></p> <p>Supervise students as required around the site during student break periods</p> | <p>Carry out duties as required</p> <p>Promote the school's ethos, be a role model and lead by example.</p> <p>Uphold the School's behaviour policy</p> <p>Ensure that H&S requirements are met.</p> |

Staff Development:

- To assess development and training needs and discuss with line manager.
- To set your own targets before any development activity and review and evaluate the activity after completion, cascading information to the appropriate team when relevant.
- To keep personal records of all staff development activities in which you are/have been involved.

Conditions

- The Learning Mentor will undertake any other duties which from time to time may be required and be relevant and commensurate with the post, as deemed necessary by the Executive Headteacher or Head of School.
- The job description will be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

Two copies of this job description should be signed, the post holder retaining one and the Headteacher the other.

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Signed.....

Date.....