

Job Description

Post Title:	Learning Mentor
Grade:	Scale 5/6
Responsible to:	Learning Mentor

Core Purpose

To work as part of the inclusion team in supporting the school in achieving its vision and objectives and in particular in promoting the inclusion of children who need help to overcome barriers (from both within and outside the school environment) to their learning.

- To improve the outcomes for children and to help overcome the barriers to learning and achievement by mentoring and supporting children who attend the school.
- To provide support and advice to families and children through individual and group support within the school (and occasionally the home) environment.
- To liaise with teachers and other staff members to support children experiencing barriers to their learning.
- To provide information, guidance and support to children, families and staff members.
- To work alongside other agencies to deliver services that will help raise educational standards for children experiencing difficulties.

Area of Responsibility:

1. To support teaching, SEN and other staff in identifying those children who are significantly underachieving and/or disaffected from learning who would benefit most from a learning mentor.
2. To draw up and implement an action plan for each child who needs particular support. Pupils with a Statement of Educational Needs will not be included as they are already subject to an individually tailored EP.
3. To develop a one to one mentoring relationship with pupils needing particular support, aimed at achieving the goals defined in the action plan.
4. With other professionals, to maintain regular contact with families/carers of pupils in need of extra support, to keep them informed of the child's needs and progress and to secure positive family support and involvement.

5. To work closely with the SENCO and the senior member of staff responsible for gifted and talented children to enable the needs of gifted and talented children and those with special educational needs to be met.
6. To monitor and provide regular reports on the implementation of education action plans drawn up for targeted pupils.
7. To evaluate the progress of pupils towards their targets, informing teachers on a regular basis and updating action plans.
8. To track the progress of pupils provided with learning mentor support as they move through each key stage.
9. To liaise with secondary learning mentors to identify pupils who may require continued Learning Mentor support.
10. To assist with the speedy and effective transfer of pupil information from primary to secondary schools, across primary schools, and within schools, to ensure, with appropriate staff, that the arrangements for those leaving the school mid term are managed properly.
11. To support teaching, SEN and other staff, in the assessment of all children entering or returning to school and in identifying those who need extra help to overcome barriers to learning inside and outside school.
12. To undertake other duties as may reasonably be required by the senior learning mentor, headteacher, deputy headteacher, AHT (Inclusion), Inclusion Advocate.

In addition Learning Mentors should:

- a) Devote the majority of their time to those needing individual support to realise their potential.
- b) Target efforts on those at risk of underachieving who are not receiving other additional help or support
- c) Have full knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for pupils.
- d) Support the sharing of information between local agencies, schools, authorities and other learning mentors.

Knowledge and Understanding

- An understanding of the purpose of primary education and knowledge of priorities in schools
- A clear understanding of the barriers which can prevent a child from achieving

Wider Professional Effectiveness

- Take responsibility for own professional development
- Actively support the schools values and vision

Professional Responsibilities

- To work in a professional child centred way
- To act in accordance with statutory Safeguarding/ Child Protection procedures and to refer any disclosures to the school's designated Child Protection Officer.
- To attend appropriate training courses including guidance around information sharing protocols, CAF and safeguarding/child protection.
- To be involved in the school's safeguarding/child protection role
- To ensure equal opportunity and inclusion within all areas of work.

Professional Characteristics

- Commitment to the well being and progress of all pupils in school
- Willingness to work as part of a team for a common aim
- Ability to inspire trust and confidence of pupils, parents and staff
- Ability to communicate effectively orally and in writing with outside agencies for the benefit of pupils
- Sound organisational skills
- Flexibility

Equal Opportunities/ Safeguarding Statement

- To ensure equality of opportunity for all and to oppose strongly any form of discrimination.
- Arnhem Wharf Primary School is committed to safeguarding and promoting the welfare of all children and expects all members of staff to share this commitment.

Organisational Details

- Take part in the corporate life of the school, such as attending special events and celebrations
- Participate in meetings at the school at the reasonable direction of the Headteacher.
- Participate in the performance management process

Performance Measures

- Performance management assessment will be based on the responsibilities listed above and judgements will be made against these as part of the schools performance management cycle.

The above job description was agreed on (Date). It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual performance process.

_____ Signed
by (Postholder)