

Mary Elton Primary School

Holland Road | Clevedon
North Somerset | BS21 7SX
01275 876432
office@maryelton.co.uk
www.maryelton.co.uk

Headteacher: Dean Hudd
Executive Headteacher: John Wells

Achievement by Caring



LEARNING MENTOR

Line Manager: SENCo

CONTEXT

It is expected that staff at Mary Elton Primary School agree with, abide by and promote the aims and objectives of the school and the Clevedon Learning Trust.

The school's vision statement is **'Achievement by Caring'**

All staff should interact on a professional level with all stakeholders Mary Elton Primary School is an institution where each member is valued as part of the school, committed to equality of education opportunity.

The Learning Mentor will provide a complementary service to teachers and other staff, addressing the needs of children who require assistance in overcoming barriers to learning in order to achieve their full potential, or accessing the curriculum.

The Learning Mentor will work with a range of pupils, but give priority to those who need the most help, especially those experiencing multiple disadvantages including:

- Children with special or medical needs
- Challenging behaviour
- Children with a statement of special educational needs
- Pupil Premium children

The Learning Mentor will be predominantly education based but will have a wider remit including working with families and the wider community. The Learning Mentor will work with children on a one-to-one basis or in small or large groups, acting as a:

- Listener;
- Facilitator for learning;
- Encourager;
- Motivator;
- Role model.

Core Purpose

Work with children whose behaviour and disaffection has significant impact upon their attainment

Support the ethos of the school

Improve pupil progress and achievement by helping to minimise barriers to learning and maximise pupil participation

A. MAIN AREAS OF DUTY

1. To devise, implement and evaluate specialised programmes of work to encourage and promote a pupil's social emotional and behavioural development.
2. To work with teaching staff and/or other support staff in devising and implementing individual learning plans to promote pupils' academic, social, emotional and behavioural development.
3. To plan and facilitate structured games and activities, to support pupils to make appropriate use at lunchtimes.

4. To plan and draw up approaches that could be used to support pupils both individually and within a group.
5. To train and support identified school staff, by modelling approaches, with a view to staff feeling confident and able to use the approaches.
6. Agree with each pupil on a one to one basis, mutually acceptable ways of working together, and jointly determine the individual roles and responsibilities within the relationship.
7. Set realistic expectations and time scales and agree the scope and use of confidential information.
- 8.
9. To work with individuals & groups both within and outside the classroom setting
10. Undergo training.
11. To be responsible for the Knox-Little Suite.
12. To organise and run extracurricular activities during lunch.
13. Organise lunchtime activities to support pupils who have difficulties.
14. Help students to manage and resolve conflict by using and teaching them a variety of strategies.
15. To observe and monitor pupil progress, adapting an agreed approach to meet particular needs, recording and maintaining records of pupils' development and progress.
16. To contribute to the assessment of pupil progress and to produce detailed written reports outlining pupil progress.
17. Work effectively and collaboratively with teachers, support staff and external support as required to ensure effective support provision for all our pupils.
18. Under the direction of the SENCo, help to create criteria for identifying those students who need Learning Mentor support.
19. Help plan the reintegration of students after extended absence or exclusion.
20. Outreach to families whose home circumstances appear to present a significant barrier to successful learning, and work with parents to help the student achieve their targets.
21. Monitor students' progress before, during and after intervention to measure the impact of the intervention strategy on progress; include student evaluations.
22. .Maintain a record of evaluations as evidence of effective practice, support and guidance
23. Identifying, in association with school staff, pupils who would benefit from mentoring.
21. Setting up and running circle time sessions and anger management groups where necessary
24. Networking with other Learning Mentors to share good practice.
25. Create a directory of resources, activities, organisations and support services which can be drawn upon by staff/parents to support children identified.
26. Organising training for other Support Staff.

27. Regularly monitor and reward the achievement of children working with you with whom we are working
28. Attend and participate in multi-disciplinary meetings contributing to the sharing of information and/or planning in relation to specific pupils.
29. Undertake a range of administrative duties relevant to the post.
30. Ensure confidentiality is maintained at all times.
31. Teaching groups of children circle activities/PHSE games.
32. Undertake lunchtime supervision duties and pre-lunch set-up as required
33. Any other duties relevant to the work of the postholder as directed by the Headteacher/Senior Leadership Team.

B. SPECIFIC DUTIES

i. Other Professional Requirements

- Operate at all times within the stated policies of the school.
- Establish effective working relationships and set a good example through own presentation and personal and professional conduct.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Contribute to the corporate life of the school through effective participation in meetings and agreed management systems.
- Take responsibility for own professional development.
- Liaise effectively with governors, parents and other professionals
- Take on any reasonable additional responsibilities which might from time to time be required.

AND IN ADDITION

To attend and/or chair any other meetings and fulfil other duties as may, from time to time, be reasonably directed by the Headteacher.

Staff will be expected to play a full part in the Clevedon Learning Hub (Professional Development Programme) and may be deployed to the other Clevedon Learning Trust schools if required.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. The allocation of particular responsibilities may be amended by agreement from time to time.

NOTES

The School will endeavour to make any reasonable adjustments to the job and working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The job description is current at the time of publication but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed _____

Date _____

Criteria	Qualities
Qualifications and experience	<ul style="list-style-type: none"> • Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held) • GCSEs at grades 9 to 4 (A* to C) including English and maths • Experience of working with children
Skills and knowledge	<ul style="list-style-type: none"> • Knowledge of interventions to support children eg social skills development activities • The ability to communicate effectively both orally and in writing <ul style="list-style-type: none"> • Good personal organisation e.g. time management • Ability to supervise and organise pupils • Ability to work independently and as part of a team • Ability to show initiative in a range of situations • Ability to interact positively with pupils, parents and colleagues • Ability to plan appropriate learning activities • Good literacy and numeracy skills • Good organisational skills • Skills and expertise in understanding the needs of all pupils • Knowledge of how to help adapt and deliver support to meet individual needs • Excellent verbal communication skills • Active listening skills • The ability to remain calm in stressful situations • Knowledge of guidance and requirements around safeguarding children • Good ICT skills, particularly using ICT to support learning
Personal qualities	<ul style="list-style-type: none"> • Enjoyment of working with children • Sensitivity and understanding, to help build good relationships with pupils • Confidence, sensitivity, reliability, and enthusiasm • Ability to communicate effectively with children and young people • Good interpersonal skills • A commitment to getting the best outcomes for all pupils and

	<p>promoting the ethos and values of the school</p>
--	---

- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding pupil's wellbeing and equality