The Leathersellers’ Federation of Schools:
Prendergast Ladywell School

School Learning Mentor

Salary/Grade
Scale 6 (point 26 to 28)

#### Purpose of the job

* To provide support and guidance to students, and staff working with them, by removing the barriers to learning, wellbeing, and raising aspirations so that students can achieve their full potential.
* To promote, develop and maintain effective and supportive mentoring relationships with students and liaise with other school teaching and learning professionals and external agencies in order to achieve this.
* To set high expectations in line with the PLS CARES (community, ambition, resilience, effort and success) ethos.
* To understand and implement the school’s Behaviour Policy including issuing rewards and sanctions within the school’s policies and procedures, operate the PLS on-call and internal systems.
* To carry out investigations into student behaviour incidents with a particular focus on incidents that take place outside of lesson and to practice and implement restorative justice.

Reporting to

Intervention Manager

**Conditions of employment**

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The post holder is required to support and encourage the school’s ethos and its objectives, policies and procedures as agreed by the governing body.

To uphold the school's policy in respect of child protection matters.

S/he shall be subject to all relevant statutory and institutional requirements.

The post holder may be required to perform any other reasonable tasks after consultation.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.

All staff participate in the school’s performance management scheme.

#### Job Specification

* To provide support for individuals and groups of students and identify barriers to learning and implement interventions to reduce these by setting achievable targets and goals for students.
* To research, plan and deliver interventions (both academic and pastoral) and strategies and life skills programmes (from 1:1 to small group work) which significantly improve the behaviour (both social and learning), progress and attendance of students.
* To work with a range of students but give priority to those identified as having the greatest need, especially those experiencing multiple disadvantages.
* To develop and implement personalised action plans for groups and individual students based on a comprehensive assessment of their strengths, needs and strategies for overcoming barriers to learning.
* To monitor the progress of individuals at regular intervals and set new targets when appropriate.
* To provide the line manager with regular written reports on your work as a learning mentor.
* To communicate, collate, and maintain records regarding circumstances, abilities and needs of individual students.
* To provide support for new students admitted to the school when necessary.
* To work with the Head of KS3 and the Head of Year 7 to ensure the smooth transition and induction for year 6 students to the school.
* To provide in class support for named students / teachers as directed by your line manager
* To assist in strategic intervention groups across all ranges of ability.
* To provide support for independent study sessions in collaboration with other learning mentors.
* To plan and deliver a range of extra-curricula activities which promote learning, good behaviour, better social skills and well-being.
* To actively seek knowledge and information about the range of activities, course opportunities, organisations and individuals that could be drawn upon or signposted as additional resources to work with young people.
* To ensure your line manager is informed immediately of any concerns in relation to the students you mentor / support.
* To ensure the child protection officer is informed immediately of any concerns relating to safeguarding in relation to the students you mentor / support.
* To deal with any immediate problems or emergencies according to the school’s policies and procedures.
* To carry out investigations of incidents arising from on-call duty, by organising discussions with children involved and with their parents and carers as necessary, taking statements from students and staff accounts of incidents as appropriate.

#### General

* To operate the on-call system and remove students from lessons who have had a final warning or who have committed an act of gross misconduct and supervise as required.
* To organise the Internal and On-Call routines in the absence of the Intervention manager.
* To participate in routine classroom and corridor patrols ensuring students are in lessons and there are no instances of poor behaviour around the school site.
* To understand and implement the school’s Behaviour Policy including issuing rewards and sanctions within the school’s policies and procedures
* Establish positive relationships with students, acting as a role model and responding to the needs of each individual student
* To supervise students during break and lunchtimes as directed by line manager.
* To supervise students on internal exclusion ensuring that appropriate routines and boundaries are in place.
* To supervise students in detentions ensuring that appropriate routines and boundaries are in place.
* To establish positive and constructive relationships with parents and families and participate in meetings and feedback sessions as directed.
* To report any incidents of unacceptable behaviour or issues of concern to the appropriate members of staff.
* To liaise with outside agencies, parents / carers, social workers, other schools and organisations, and attend to queries as directed by line manager.
* To report any welfare and / or child protection as per school policies and procedures.
* To facilitate the sharing of information with all relevant agencies in line with school policies and procedures
* To assist in escorting students on educational visits and to participate in extra-curricular activities as required
* To be flexible within the broad remit of the post.
* To attend school events as required.
* To attend training sessions and meetings as required.
* To undertake First Aid Training and responsibilities as required.
* To ensure compliance within the school of data protection regulations.
* To assist in such duties and activities relating to any of the above areas appropriate to grade as the Headteacher and Governors shall from time to time reasonably require.
* The post holder may be required to perform any other reasonable tasks as directed by the Headteacher.
* Ensure implementation and promotion in employment and service delivery of the Federation’s equal opportunities policies and statutory responsibilities.

Person Specification

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|  | **Essential** | **Desirable** |
| **Qualifications** |  |  |
| Relevant training for working with young people aged 11-16 | ✓ |  |
| Educated to at least a GCSE C grade, or equivalent, in English, Maths and Science  | ✓ |  |
| Relevant CBT training |  | ✓ |
| Educated to degree level |  | ✓ |
| **Experience** |  |  |
| Proven track record of successfully working with disadvantaged and disaffected young people | ✓ |  |
| Experience of working with young people aged 11-16 | ✓ |  |
| Experience of working in a secondary school or similar establishment |  | ✓ |
| Experience of working with external agencies and other professionals |  | ✓ |
| **Skills / Abilities / Knowledge** |  |  |
| An ability to communicate effectively with students, parents, colleagues and multi agencies | ✓ |  |
| An ability to work autonomously and as part of a team. | ✓ |  |
| Good organisation, time management, communication and interpersonal skills. | ✓ |  |
| Able to follow direction and in collaboration with line manager and colleagues. | ✓ |  |
| Good research and planning skills | ✓ |  |
| Ability to absorb and understand a wide range of information | ✓ |  |
| Knowledge of the main aspects of the organisation of secondary schools |  | ✓ |
| Working knowledge of the principles involved in giving advice and guidance to young people including the place of confidentiality and sharing information | ✓ |  |
| Working knowledge of the rights and responsibilities of parents  |  | ✓ |
| The ability to liaise with and gain the confidence of all school staff | ✓ |  |
| A clear understanding of the factors which lead to educational disaffection in young people | ✓ |  |
| Good knowledge of a range of additional support / agencies available for students | ✓ |  |
| Good ICT skills including the ability to word processing, spreadsheet, database and internet systems. | ✓ |  |
| Good standard of numeracy and literacy skills | ✓ |  |
| Good knowledge of career and further / higher education opportunities open to young people |  | ✓ |
| The ability to work flexibly to meet deadlines and respond to unplanned situations. | ✓ |  |
| The ability to find creative and imaginative solutions to problems |  | ✓ |
| The ability to produce detailed, concise evaluative reports of the programme | ✓ |  |
| **Attitudes** |  |  |
| A commitment to and enthusiasm for the post and school’s ethos, aims and its whole community | ✓ |  |
| Adaptability and a professional approach to the responsibilities of the post | ✓ |  |
| An understanding of and commitment to the equal opportunities policies of the federation, and the school | ✓ |  |
| An eagerness to gain experience, expertise and professional development through this position | ✓ |  |
| A commitment to the highest standard of child protection | ✓ |  |
| Recognition of the importance of personal responsibility for Health & Safety | ✓ |  |
| Good attendance and punctuality | ✓ |  |

**Other Factors**

* Attendance at some evening and early morning meetings and events may be required.
* The successful candidate must pass the required health and enhanced DBS checks