

HOLTE SCHOOL

JOB DESCRIPTION

JOB TITLE: Learning Mentor

SALARY SCALE: Grade 3

1. JOB PURPOSE

- 1.1. To provide a complementary service to that given by existing teachers and pastoral staff in schools in the Excellence in Cities areas, addressing the needs of children who need help to overcome barriers to learning both inside and outside the school, in order to achieve their full potential.

2. DUTIES & RESPONSIBILITIES

- 2.1. To promote the speedy and effective transfer of pupil information from primary to secondary schools, across secondary schools, and within schools, and to ensure that the arrangements for those leaving the school mid-term before 16 are managed properly.
- 2.2. With teaching and pastoral staff, to participate in the comprehensive assessment of all children entering or returning to school (including teenage mothers), and at the end of years 7 and 9, to identify those who need extra help to overcome barriers to learning inside and outside school.
- 2.3. To identify those children who would benefit most from a learning mentor and, working with others, draw up and implement an action plan for each child who needs particular support (except where the pupil was already subject an individually tailored plan)
- 2.4. To develop a 1:1 mentoring relationship with children needing particular support where necessary aimed at achieving the goals defined in the action plan. Learning mentors will devote the majority of their time to those needing extra support to realise their potential.
- 2.5. To maintain regular contact with families/carers of children in need of extra support, to keep them informed of the child's needs and progress, and to secure positive family support and involvement. Where appropriate, the securing of family support will mean the securing of support from the local authority.
- 2.6. To work closely with the SENCO and the senior member of staff responsible for gifted and talented provision, to ensure that the needs of gifted and talented children and those with special educational needs are met. Learning Mentors will personally target efforts on those at risk of underachieving, who are not the responsibility of the SENCO or gifted and talented co-ordinator.
- 2.7. To monitor and report on the implementation of all plans drawn up to remove barriers to learning for individual pupils
- 2.8. To work closely with the local community and business mentors, and to take an active role in co-ordinating and supporting the work of voluntary mentors working with pupils both in and out of school, so that the mentor's efforts meet the needs of the young person in a focused and integrated way.
- 2.9. To 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
- 2.10. To facilitate the sharing of information between local agencies, schools, authorities and other learning mentors, and be the single point of contact for accessing a range of community and business based programmes and specialist support services for example, the Social and Youth Services, the Education Welfare Service, the Probation and Careers Services, and out of school study support and business and community mentors

- 2.11. To communicate with other learning mentors and share best practice
- 2.12. Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- 2.13. To ensure all tasks are carried out with due regard to Health and Safety
- 2.14. To undertake appropriate professional development including adhering to the principle of performance management.
- 2.15. To adhere to the ethos of the school –
 - 2.15.1. To promote the agreed vision and aims of the school
 - 2.15.2. To set an example of personal integrity and professionalism
 - 2.15.3. Attendance at appropriate staff meetings and parents evenings
- 2.16. Any other duties as commensurate within the grade in order to ensure the smooth running of the school
- 2.17. To promote and maintain an ethos of positive wellbeing within own department and across the school for staff and pupils and to support any whole school well-being approach.

3. SUPERVISION RECEIVED

- 3.1. Supervising Officer's Job Title: Deputy Headteacher – Inclusion

4. LEVEL OF SUPERVISION:

- 4.1. Left to work within established guidelines subject to scrutiny by supervisor.

5. SUPERVISION GIVEN: (excludes those who are indirectly supervised i.e. through others)

- 5.1. None

6. SPECIAL CONDITIONS

- 6.1. None

7. OTHER INFORMATION

- 7.1. The post is full-time, 36.50 hours, term time only.
- 7.2. Payment will be on the Grade 3 Points 9-22.
- 7.3. Hours for support staff are 0830 to 1618 hours, with 30 minutes break for lunch.

8. REVIEW AND AMENDMENT

- 8.1. This job description is normally subject to annual review. It may be amended at the request of the Headteacher or the postholder but only after full consultation with the postholder.

Job Description issued, after consultation by the Headteacher	Signature of Headteacher
Dated	
Copy received by Postholder	Signature of Postholder
Dated	

Holte School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Successful candidates will be subject to all necessary pre-employment checks in line with the KCSIE guidance, including an enhanced DBS; Prohibition check; Childcare Disqualification (where applicable); qualifications (where applicable); medical fitness; identity and right to work. All applicants will be required to provide two suitable references. It is a requirement for all shortlisted candidates to complete a self-declaration of their criminal record and to undergo a general online search carried out by the school.

LEARNING MENTOR

Method of Assessment (MOA)

AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
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	ESSENTIAL	M.O.A.
QUALIFICATIONS AND TRAINING	GCSE Grade C or equivalent in English Language and Maths	AF/C
	NVQ level 3 qualification in child care or equivalent	AF/C
	Willing to undertake job related training.	AF/I
SKILLS AND ABILITIES	Able to communicate effectively and accurately both verbally and in writing.	AF/I
	The ability to work effectively with, relate to and command the confidence of, a wide range of young people and families/carers with different ethnic and social backgrounds.	AF/I
	The ability to work effectively with, relate to and command the confidence of teaching staff and senior management within the school.	AF/I
	Working with others, the ability to assess and review the learning of young people in the context of family and other relevant circumstances and plan appropriate responses, drawing on in-school and external advice and expertise where necessary.	AF/I
	Knowledge of, and ability to work effectively and communicate with, a wide range of organisation and people offering support, information, opportunities and guidance.	AF/I
	Ability to identify potential barriers to learning jointly and engage in strategies to overcome these barriers.	AF/I
	Ability to work with individual children to set goals jointly as part of planning for their learning.	AF/I
	Skills of communication, giving advice and helping young people to identify their needs and potential.	AF/I
	Good organisational skills.	AF/I
An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by Part 7 of the Immigration Act 2016.	AF/I	

KNOWLEDGE AND EXPERIENCE	Previous successful experience in working with children and young people on an individual basis in supporting their personal development.	AF/I
	An awareness of the needs of children.	AF/I
	Experience of using behaviour data in a school environment.	AF/I
	Be able to demonstrate a sound awareness and understanding of Keeping Children Safe in Education statutory guidance.	AF/I
PERSONAL/ OTHER QUALITIES	To be committed to the school's policies and ethos.	AF/I
	Be willing to work flexibly and is reliable and trustworthy.	AF/I
	Be able to build strong professional relationships with staff and students.	AF/I
	Possess integrity, optimism, resilience, calmness and a sense of proportion.	AF/I
	Ability to use authority and maintain discipline.	AF/I

All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery.