**JOB DESCRIPTION**

**LEARNING MENTOR**

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| **MAIN DUTIES** |
| 1. **Support the pupils by:** |
| * Working in a variety of ways to support, motivate and challenge pupils’ and raise levels of achievement including through support in class, 1:1 support and group activities. * Supporting individual children who are underachieving; have failing motivation and/or confidence; difficulty in concentrating and being focused; poor attendance and/or punctuality. * Devising, implementing and evaluating specialised programmes of work to encourage and promote a pupil’s academic, social, emotional and behavioural development. * Maintaining 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. * Monitoring pupils arriving to school late, liaising with families and working with pupils’ to improve punctuality. * Providing support to pupils who may be at risk of exclusion. * Building up a full knowledge of the range of support available for pupils (e.g. activities, courses, opportunities, organisations) that could be drawn upon to provide extra support. * Undertaking home visits/delivery of children to support services in order to completely fulfil the main roles and responsibilities contained within the whole job description. * Being part of the school attendance team, liaise regularly with the EWO and implement action plans that aim to improve pupils’ punctuality and attendance. * Ensuring medications are given to children in line with the school policies. * Assisting the Head Teacher in the provision of specialist support (e.g. social services) and a range of community support and to facilitate the sharing of information. * Providing support when required to enable children to fully meet school requirements - homework, attendance etc. * Helping with transition in a pupils life e.g. from primary to secondary, new arrivals * Providing information and/or advice to support and enable pupils to make choices about their own learning and behaviour. |

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| * **Support the teachers by:** |
| * Working closely with the Head Teacher, Senior Leadership Team and class teachers to identify and implement individual mentoring plans for identified pupils. * Keeping detailed monitoring and progress records. Maintaining records so that information can be communicated to all appropriate parties who have an educational interest in a given cohort. Particular attention should be paid to progress and evidence of progress. * Reporting on the implementation of all action plans to the Head Teacher. * Sharing knowledge and providing guidance to other staff in relation to a range of activities and programmes of support which will meet the needs of pupils. |

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| * **Support the school by:** |
| * Being involved in the sharing of relevant information between local agencies and schools. * Networking with other Learning Mentors, Pastor and Family Support Workers both within the Victorious Academy Trust and externally, and to share best practice. * Attending relevant courses and staff training as required. * Being aware of and comply with school policies and procedures relating to child protection, health and safety, security, confidentiality and data protection. Reporting all concerns to the appropriate person (as named in the relevant policy concerned). * Contributing to the overall ethos/work/aims of the School and Victorious Academy Trust contributing to the development/improvement plans. * Appreciating and supporting the role of other professionals. * Working closely with the SENCO to support parents of SEN pupils. * Liaising with the LAC Lead, working with focussed children establishing positive relationships, working on PEPs etc. * Complete the Walking Bus each morning. |

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| * **Support families by:** |
| * Promoting high quality parenting by supporting parents to help them improve their parenting skills, running courses e.g. Webster Stratton, workshops etc. * Working closely with families, providing a means for smooth and effective communication between the school, families and other agencies. * Providing impartial information/referrals to parents regarding local services that are available to children and families. * Provide support for families, e.g. housing, benefit advice. * Organising and implementing Team Around the Family Meetings within the school. * Contributing to family learning and parenting classes. * Maintaining regular contact with families/carers of pupils in need of additional support, to keep them informed of the pupil’s targets and progress, and to secure positive family support and involvement. The role could include conducting home visits to facilitate this. Home visits also support parents in encouraging their children to maintain full and regular attendance. |

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| * **Other duties and responsibilities:** |
| * Carry out the school’s Walking Bus service daily * Take a lead role in the Child Protection process. * Carry out the procedures under the school’s Safeguarding Children’s Policy. Including being the named person for Early Help Assessments (Previously known as CAF champion) within the school * Be a valued member of the Safeguarding Team. * Appropriately share accurate information, both written and verbal, to relevant audiences to facilitate pupil welfare and promote pupil learning to parents, colleagues and education/healthcare professionals, within procedures covering confidentiality and data protection. * Be a ‘point of contact’ between the school and external agencies involved in supporting pupils, proactively initiating and establishing links with other services as necessary, and maintaining positive working relationships to facilitate successful outcomes for pupils. This could include attendance at relevant meetings, e.g. CAF and PEP meetings and children protection core groups. * Ensure a multi-agency partnership approach and contribute towards the decision making process at child protection conferences and reviews. * Ensure that dates for core group, child in need and early help meetings fit within the statutory timescales for conferences and reviews and that they are conducted in line with relevant procedures. * Ensure that minutes and records of meetings are accurate, meet statutory and legal requirements and are distributed within the required timescale. Develop, maintain and comply with efficient and effective systems to ensure compliance with procedures and recording systems. (*MyConcern*) * Enable the child to have a voice in proceedings and care planning meetings as appropriate and ensure that the rights of children and parents are adequately addressed. * Lead effective partnership working within and outside of the school, creating a culture that promotes meaningful participation of children, parents, families, carers and communities, ensuring a multi-agency approach to decision making in Child Protection Conferences and Looked After Children Care Planning Reviews. * Liaise with the school nurse re pupils’ heath concerns, ensuring appropriate support is provided. * Provide clerical and administrative support to the pastoral and safeguarding team to assist them to effectively work with pupils, parents and carers to improve pupil behaviour, attendance, wellbeing and safety. * Attend and keep records of all meetings and conduct reviews and assessments of the work being carried out – these may be on or off school site. * Possess a pleasant telephone manner and effective communication skills * Be honest, reliable and motivated * Possess ICT skills which include word processing and spreadsheet competence. * Possess a good level of English language and numeracy skills. * Have the ability to organise workload. * Have an accurate, thorough and a meticulous approach to working * Network with other professionals and to share best practice. * Share good practice with other agencies (e.g. TFT, EHA/CAF, TAS Learning Mentor and safeguarding training). * Ensure confidentiality is maintained at all times. * Share experiences and act as a role model. |



**PERSON SPECIFICATION**

**LEARNING MENTOR**

**Education/Qualifications/Membership of Professional Institutions**

* Very good Numeracy and literacy (E)
* NVQ Level 3 in Learning, Development and Support Services (E)
* Educational achievement sufficient to support clear reporting and presentation skills (E)
* Proficient in the use of ICT (E)

**Experience**

* Experience and understanding of children within their family context. (E)
* Demonstrable experience of delivering individual or group based support. (D)
* Experience within the field of education, social services/welfare or the voluntary sector. (E)
* Experience of working with families. (E)
* Knowledge of the social and emotional factors that affect a child’s capacity to learn. (E)
* Knowledge of available support services and referral routes. (D)
* Awareness of the legislation affecting school attendance requirements. (D)

**Key Skills**

* Be able to engage with young people from a range of backgrounds (E)
* Be honest, non-judgmental and be able to gain trust and respect (E)
* Have a sensitivity to emotional barriers or social factors (E)
* Be capable of motivating children to achieve their best (E)
* Have a confident and positive outlook (E)
* Be able to actively listen to young people and communicate effectively with them (E)
* Be flexible and creative in your approach to solving problems (E)
* Have an interest in education and learning methods (D)
* Be able to work as part of a team and network with others (E)
* Be able to reflect on your own working method (E)
* Be able to work on your own initiative (E)
* Be able to use ICT effectively (E)

**Key Knowledge**

* Understanding of the issues and factors that contribute to the formation of barriers to learning and underachievement (E)
* Child Protection and Health and Safety practices and procedures (E)

**Personal Attributes / qualities (E)**

* Have resilience and persistence
* Relate to children and adults in an empathetic manner
* Develop a rapport with pupils and their families.
* Deal with sensitive issues in confidence; influence others, managing discussions effectively to ensure desired actions are achieved.
* Communicate effectively, face-to-face or by telephone, with children/parents/staff/social workers etc.
* Work as part of a team and use own initiative when required.
* Work flexibly and manage own time to best effect.
* Report and account to line manager as appropriate.
* Demonstrate awareness / commitment to upholding equal opportunity policies.
* Maintain an effective record keeping system.
* Undertake relevant training.

**Work related requirements (E)**

* Subject to satisfactory DBS clearance
* Medical clearance
* References
* Eligibility to work in the UK
* Willingness to participate in training
* Willingness to actively seek learning opportunities
* Willingness to attend child protection conference or strategy meetings during some of the school holidays. (Extremely rare!)
* Hold a full UK Driving licence – (Need to be able to complete home visits (joint) and travel to child protection meetings often off site)

**For information**

**Category (E) – ESSENTIAL - without which the candidate would be unable to carry out the duties of the post**

**Category (D) – DESIRABLE FEATURES which would normally enable the successful candidate to perform the duties and tasks better and more efficiently than one who did not have the qualifications, training, experience etc.**