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| Job Description |

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| Job Details |
| **School Name** |  |
| **Job Title** | Learning Mentor |
| **Grade** | Grade E |
| **Primary Purpose of Job** | Provide effective support for teaching and learning in school, including mentoring individuals or small groups under the direction of the teacher. |
| **Responsible to** | Line Manager/Head Teacher |
| **Responsible for** | N/A |
| **Principal Responsibilities** | Provide support for a range of teaching and learning activities in schoolProvide support for individual pupils and groups of pupils in specific areas of the curriculum or during transitions, and through mentoring. |

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| Main Duties |
|  | Provide support for learning activities across a range of key stages and in a range of environments |
|  | Support children’s development (e.g. physical, emotional, social, communication and intellectual development needs) |
|  | Help to keep children safe, including maintaining a safe environment, dealing with accidents, supporting safeguarding. |
|  | Develop and promote positive relationships with children, adults and other practitioners |
|  | Support the development and effectiveness of work teams |
|  | Reflect on and develop practice |
|  | Use information and communication technology to support pupils’ learning |
|  | Plan deliver and evaluate teaching and learning activities under the direction of a teacher. |
|  | Contribute to the planning, delivery and evaluation of teaching and learning activities under the direction of the teacher~~.~~ |
|  | Support literacy development |
|  | Support numeracy development |
|  | Observe and promote pupil performance and development |
|  | Prepare and maintain the learning environment |
|  | Invigilate tests and examinations |
|  | Contribute to maintaining pupil records |
|  | Monitor and maintain curriculum resources |
|  | Escort and supervise pupils on education visits and out-of-school activities |
|  | Liaise with parents, carers and families |
|  | Promote children’s well-being and resilience |
|  | Facilitate children and young people’s learning and development through mentoring - To develop a 1:1 mentoring relationship with children needing particular support to achieve goals defined in the action plan and to take a lead in drawing up an action plan for each child who needs particular support. |
|  | To participate in the assessment of children selected by the head teacher or their nominated representative, to identify those who need extra help to overcome barriers to learning inside and outside the school. |
|  | 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. |
|  | To work closely with the SENCO and the class teacher to ensure to meet the needs of the children |
|  | To report on the implementation of all action plans to the class teacher/head teacher |
|  | To have knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for the children. |
|  | To facilitate the sharing of relevant information between local agencies and school and be a point of contact for accessing a range of community and specialist support services for example, Social Services, EWO service. |
|  | To network with other learning mentors and share best practice. |

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| Additional Support Duties(Select as appropriate to role/setting) |
|  | Support implementation of the curriculum |
|  | Support teaching and learning in a curriculum area |
|  | Support gifted and talented pupils |
|  | Contribute to the prevention and management of challenging behaviour in children and young people |
|  | Support young people in tackling problems and taking action |
|  | Support children and young people during transitions in their lives |
|  | Organise and supervise travel |

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated, at the discretion of the Head Teacher and to meet the needs of the school.

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| Version Control |
| **Job Description prepared by:** | School’s HR |
| **Job Description updated:** | 01 October 2018 |

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| Person Specification |

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| Job Details |
| **School Name** |  |
| **Job Title** | Learning Mentor |
| **Grade** | Grade 5 |

## Stage One

The minimum essential requirements for the above post are as follows. Please try to show in your application form, how best you meet these requirements. Disabled candidates are guaranteed an interview if they meet the essential criteria.

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| Skills and Knowledge | Method of Assessment |
|  | Ability to provide effective support during learning activities through use of appropriate strategies for motivate and challenge pupils | Application Form / Interview |
|  | Ability to interact with, listen to and positively encourage pupils to learn | Application Form / Interview |
|  | Ability to deal with respond calmly and promptly to incidents, safeguarding issues and challenging behaviour, in accordance with role and responsibilities | Application Form / Interview |
|  | Ability to supervise children and young people safely, adapting the learning environment where required according to needs, abilities, and agreed procedures | Application Form / Interview |
|  | Ability to apply agreed behaviour strategies, responding appropriately to incidents in accordance with role and responsibilities | Application Form / Interview |
|  | Ability to provide constructive feedback on a range of issues to colleagues and other professionals | Application Form / Interview |
|  | Ability to communicate effectively with children/young people and adults, adapting communications styles and approaches to individual needs, abilities and situations. Ability to foster positive relationships between children/young people and with other adults and to recognise and encourage resolution of issues.  | Application Form / Interview |
|  | Ability to work effectively as part of a team through information-sharing, feedback, problem-resolution and support | Application Form / Interview |
|  | Ability to use self-evaluation and reflection to learn and develop practice | Application Form / Interview |
|  | Ability to operate ICT resources safely and effectively as a learning resource. Ability to access and use learning programmes and information, and to encourage and support ICT during learning activities, feeding back on pupils’ progress and response. | Application Form / Interview |
|  | Ability to plan and deliver teaching and learning activities to complement, reinforce or extend teaching and learning delivered by the teacher, including when working with the whole class, under the direction of the teacher or accordance with arrangements made by the head teacher  | Application Form / Interview  |
|  | Ability to monitor and provide feedback on pupil participation and progress and evaluate own contribution to the learning activity  | Application Form / Interview |
|  | Ability to structure learning activities, select and prepare learning resources with due regard for ability, inclusion and diversity and learning objectives | Application Form / Interview |
|  | Ability to work collaboratively with the teacher, colleagues and other professionals to support teaching, learning, well-being and transitions  | Application Form / Interview |
|  | Ability to identify the purpose of learning displays and devise design and content accordingly. Ability to create the display with due regard for safety and future maintenance, and to evaluate its effectiveness | Application Form / Interview |
|  | Ability to enable children to relate to others, provide a supportive and challenging environment, enable children to take risks safety, and encourage children’s elf-reliance, self-esteem and resilience | Application Form / Interview |
|  | Ability to identify learning and development needs of children and young people, plan with them how these needs will be addressed through mentoring, mentor children and young people to achieve identified outcomes, and review the effectiveness of mentoring | Application Form / Interview |
|  | Excellent numeracy and literacy skills | Application Form / Interview |
|  | Knowledge and understanding of children and young people (in relevant age groups)’s expected patterns of development including physical development, communication, intellectual development and learning, social, emotional and behavioural development | Application Form / Interview |
|  | Knowledge and understanding of the relevant school curriculum and age-related expectations of pupils | Application Form / Interview |
|  | Awareness of inclusion principles, impact of cultural, social and gender based influences on pupils, and their implications for supporting teaching and learning activities | Application Form / Interview |
|  | Knowledge and understanding of effective communication strategies and approaches to fostering positive relationships in a variety of settings. | Application Form / Interview |
|  | Awareness of safeguarding principles and safe working practices | Application Form / Interview |
|  | Displays commitment to the protection and safeguarding of children and young people. | Application Form / Interview |
|  | Be familiar with and able to set in motion accident/emergency, safety, safeguarding and welfare procedures, according to school/setting policies and procedures | Application Form / Interview |
|  | Knowledge and understanding of a range of professional and educational software packages | Application Form / Interview |
|  | Knowledge and understanding of procedures for maintaining appropriate pupil records | Application Form / Interview |
|  | Knowledge and understanding of literacy and numeracy strategies for relevant age groups | Application Form / Interview |
|  | Awareness of the SEN Code of Practice and of its implications in practice | Application Form / Interview |
|  | CompetenciesPlease note the school’s competencies, which are considered to be essential for all roles, are in the attached Core Competencies document. | Interview |

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| Experience, Qualifications and Training | Method of Assessment |
|  | Holder of GCSE Mathematics and English qualification Grades A-C or 9-4 or the equivalent | Application Form / Certificate |
|  | Relevant experience of working with and/or caring for children within specified age range/subject area | Application Form / Interview |
|  | Experience of mentoring or caring for children on a one-to-one or group basis in a formal or informal capacity. | Application Form / Interview |
|  | Holder, working towards or willing to work towards an NVQ Level 3, BTEC Level 3 **or equivalent** in Teaching Assistant or Supporting Teaching and Learning in Schools | Application Form / Certificate |

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| Work Related Circumstances | Method of Assessment |
|  | To attend staff training days, twilight training sessions and relevant out of hours training and events. | Interview |
|  | This post is subject to an enhanced disclosure and a barred list check from the Disclosure and Barring Service. | Application Form / Certificate |

## Stage Two

This will only be used in the event of a large number of applicants meeting the minimum essential requirements. Please try to show in your application form, how best you meet these requirements.

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| Skills and Knowledge | Method of Assessment |
|  | Knowledge and understanding of assessment for learning strategies | Application Form / Interview |
|  | Knowledge and understanding of managing change and transitions with pupils | Application Form / Interview |

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| Experience, Qualifications and Training | Method of Assessment |
|  | Experience of facilitating children and young people’s learning and development through mentoring | Application Form / Interview |

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| Version Control |
| **Person Specification prepared by:** | School’s HR |
| **Person Specification updated:** | 01 October 2018 |

# Core Competencies

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

**Developing Self and Others**

Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

**Civil Contingencies**

Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

**Equality and Diversity**

Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer’s race, religion, gender, sexuality, disability or age.

**Customer Care**

The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

**Health and Safety**

Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

**Data Protection and Confidentiality**

Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

**Fluency Duty**

Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

**Working Hours**

The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

**Safeguarding**

This School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.