



## Job Description

<b>Post title:</b>	Learning Mentor
<b>Job purpose:</b>	To provide a complementary service to the teachers and staff in the school, addressing the needs of pupils who require help to overcome barriers to learning, both inside and outside of the school, in order to achieve their full potential.
<b>Reporting to:</b>	The Headteacher and SLT.
<b>Responsible for:</b>	The Learning Mentor service provision within the school setting, including both strategic and operational activities within a multi-agency integrated approach. The delivery of aspects of PSHE and Citizenship across the school.
<b>Liaising with:</b>	All staff of the school, Governors, young people, parents /carers, other Learning Mentors, Leigh, Lowton and Golborne Schools Partnership team members, LA Support Services and the Wigan Start Well Services.
<b>Hours of work:</b>	37 hours per week - term time plus 2 weeks
<b>Grade of post:</b>	G5
<b>Disclosure level:</b>	Enhanced

### Main / Core Duties

<b>Operational / Strategic Planning:</b>	<ul style="list-style-type: none"> <li>• Contribute to the strategic and operational planning &amp; development of the Learning Mentor provision within the school setting, including; <ul style="list-style-type: none"> <li>o Strategic service development planning and implementation</li> <li>o Caseload management</li> <li>o Project management</li> <li>o Multi-agency working</li> <li>o The co-ordination of Welfare Staff and other pastoral team members</li> <li>o Policy and procedure development and implementation</li> <li>o Monitoring and evaluation of performance at all levels( SEF/IEP etc)</li> <li>o Training and induction.</li> </ul> </li> </ul>
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<p><b>Service provision:</b></p>	<ul style="list-style-type: none"> <li>• To co-ordinate/work with the Senior Leadership Team, teachers, other staff and outside agency professionals in the assessment of young people in order to identify those who need extra help to overcome barriers to learning both inside and outside school.</li> <li>• Establish, implement and maintain a structured referral system within the school setting and ensure that all interventions/support packages are recorded appropriately.</li> <li>• Manage a caseload with identified clear entry and exit criteria and robust monitoring and evaluation strategies with defined targets and outcome/impact measurements.</li> <li>• To provide crisis intervention as and when appropriate.</li> <li>• Develop a one-to-one supportive relationship with the young people/families identified as needing particular support.</li> <li>• To provide and maintain regular contact with families / carers of young people receiving support, and to encourage positive family involvement in the young person's learning and development.</li> <li>• To provide and maintain regular contact with families/carers of all young people.</li> <li>• To act as a single point of contact for accessing support for young people and to build up a detailed knowledge of support available.</li> <li>• To co-ordinate/facilitate the transition arrangements with the Senior Leadership Team, other school staff and relevant other school partners.</li> <li>• To establish close links with a range of relevant agencies within the borough, developing an awareness of the range of facilities available to families and provide advice and support in accessing those services.</li> <li>• To network with other learning mentors and share best practice.</li> <li>• To monitor punctuality and attendance at an individual young person and whole school perspective and implement appropriate strategies to improve it in line with LA and national targets. Meetings should be made with parents if the concerns are high and letters regularly issued.</li> <li>• To co-ordinate the provision of Lunchtime/ break-time supervision and activities.</li> <li>• To co-ordinate and facilitate/support the Extended Services agenda within the school setting, ie out of hours activities, external family support services access etc.</li> <li>• To circulate the playground in the morning to ensure children are safe and to provide parents and carers with opportunities to communicate.</li> <li>• To provide parents with an information</li> </ul>
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	<p>sharing/access point.</p> <ul style="list-style-type: none"> <li>• To work as part of a multi-agency team, develop relationships and maintain links between parents, school, young people and other key professionals.</li> <li>• To facilitate/co-ordinate the Safeguarding provision within the school in partnership with the Senior Leadership Team.</li> <li>• To act as Lead Professional for single agency and multi-agency Early Helps.</li> <li>• To co-ordinate Early Help meetings with appropriate agencies.</li> <li>• To act as Deputy Safeguarding lead.</li> <li>• Any other duties as required by the Headteacher.</li> </ul>
<b>Service development:</b>	<ul style="list-style-type: none"> <li>• To contribute to the development of the Learning Mentor provision in order that it reflects the diversity of the young people and their parents/carers and their differing needs.</li> <li>• To ensure that services are delivered in accordance with policy and practice guidance relating to equal opportunities and anti-discriminatory practice.</li> <li>• To develop an approach and method that takes into account the needs of parents/carers and actively encourages their participation in the Learning Mentor service's programmes &amp; interventions.</li> <li>• To contribute to the development of policies and practices related to the Learning Mentor service which promotes equality of opportunity, safeguarding practices, social inclusion, engagement and educational achievement.</li> </ul>
<b>Staffing</b>  <b>Staff development:</b>	<ul style="list-style-type: none"> <li>• To undertake professional development in accordance with the role.</li> <li>• Participate in regular supervision and appraisal including the Employee Development Review process.</li> <li>• To become a qualified First Aider.</li> <li>• To line manage Lunchtime Supervisors.</li> </ul>
<b>Quality assurance:</b>	<ul style="list-style-type: none"> <li>• To keep accurate records of all work and provide information as and when required to facilitate the evaluation of programmes and interventions.</li> </ul>
<b>Management information and administration:</b>	<ul style="list-style-type: none"> <li>• To provide information as required to other staff and outside agencies in accordance with legislation and the data sharing protocol.</li> </ul>
<b>Communications:</b>	<ul style="list-style-type: none"> <li>• Develop and maintain effective partnership working relationships with all school staff, young people, parents/carers and agency professionals.</li> <li>• Promote effective links with other agencies and departments.</li> <li>• Provide information, guidance, learning opportunities and signposting to appropriate services.</li> <li>• Develop and maintain professional competence and</li> </ul>

	ethical practice.
<b>Marketing and liaison:</b>	<ul style="list-style-type: none"> <li>To positively promote the work of the Learning Mentor Service within a local, regional and national context.</li> </ul>
<b>Management of resources: - other than people</b>	<ul style="list-style-type: none"> <li>To manage individual time effectively and use physical resources responsibly in ways that ensure best value for money.</li> </ul>
<b>Corporate responsibility:</b>	<ul style="list-style-type: none"> <li>Adhere to Wigan Safeguarding Children's Board procedures.</li> <li>Attend meetings as required in order to support the identified needs of families. These could be Child Protection meetings, Early Help meetings etc.</li> <li>To ensure that all support is carried out within strict confidential boundaries and protocols.</li> <li>To actively promote children's rights and in particular the United Nations Convention on the Rights of the Child.</li> </ul>

### **Other Specific Duties**

To carry out the duties in the most effective, efficient and economic manner available.

To continue personal development in the relevant area.

To participate in staff review and development appraisal process.

To participate in the safeguarding of all.

### **Health and Safety Training**

To undertake Health and Safety Training on areas within the designated work area.

### **Special Conditions of Service**

Where the postholder has a disability, every effort will be made to make reasonable adjustments to enable them to carry out the duties of the job.

All holiday leave is to be taken in line with the requirements of the team/service.

This job description is current at the date shown, but, in consultation with you, it is liable to variation by management to reflect or anticipate changes in the job commensurate with the grade and job title.

March 2020



## Person Specification / Selection Criteria

Post title:	Learning Mentor
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### A. Experience

	Essential	Desirable	Source A = Application I = Interview R = References
A proven track record of working with children 4–11 years and/or families.	✓		A
Co-ordination/facilitation experience in a pastoral/social care/health or educational setting.		✓	A
Proven experience of effective working with young people and their families/carers.	✓		A

### B. Training and Qualifications

	Essential	Desirable	Source
Minimum of five GCSE's (including English Language) or equivalent and or Pastoral Qualification (NVQ Level 3 or evidence of the equivalent QCF credit value) related to support for the learning of young people and their families.	✓		A

### C. Knowledge and Understanding

Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post.

	Essential	Desirable	Source
A clear understanding and knowledge of the role of the Learning Mentor.	✓		A/I
Knowledge of relevant policies/codes of practice in behaviour management	✓		A/I
An understanding of the principles that underpin the role of the Learning Mentor.	✓		A/I
An understanding of the issues associated with diversity, discrimination	✓		A/I

and equality of opportunity and an ability to translate this into practice.			
Knowledge of the range of services available to support young people and their families in both the public and private sector.	✓		A/I
Knowledge of a range of specialist areas within the role of the Learning Mentor; ie attendance, transition, safeguarding etc.	✓		A/I
Knowledge of how to use a range of computer programmes	✓		A/I
Understanding of the structures of local services and the ability to work across multi-agency boundaries.	✓		A/I
Ability to assess and review young people and family circumstances and plan appropriate responses, drawing on a range of multi-agency advice and expertise as appropriate.	✓		A/I
Knowledge of Early Help	✓		A/I
Competent in the skills of networking, counselling, facilitating and developing others.	✓		A/I
A willingness and ability to learn and see potential benefits and application of that learning.	✓		A/I

## D. Personal Skills, Abilities and Competencies

Applicants should be able to provide evidence that they have the necessary skills and abilities required.

	Essential	Desirable	Source
Ability and experience to engage with a wide range of young people and/or parents, identify their needs and to provide them with professional and relevant assistance in an anti discriminatory manner.	✓		A/I
The desire to do something worthwhile for young people, to understand their needs and to gain insight into how they think.	✓		A/I
Ability to use ones own initiative and make effective and relevant judgements in a calculated consistent manner.	✓		A/I
Ability to assess need, formulate an appropriate programme of support and evaluate outcomes.	✓		A/I
Sound general management skills.	✓		A/I
Good planning, organisational and time management skills.	✓		A/I
Higher order communication skills, both in writing and speech and the ability to write	✓		A/I

reports in concise, relevant and grammatical language.			
The ability to disseminate information in an understandable and meaningful way.	✓		A/I
The ability to engage in joint goal setting with the individual young person as part of the learning action planning process.	✓		A/I
A capacity to develop and utilise I.T. skills.	✓		A/I
An ability to take responsibility for learning and reflecting on practise and to make constructive use of opportunities for personal and professional development.	✓		A/I
The ability to work effectively with and command the confidence of teaching staff and senior management within the school.	✓		A/I
The commitment and ability to work successfully alongside other colleagues to ensure that all pupils are provided with the opportunities to aspire to their full potential.	✓		A/I

## E. Physical Requirements

Where the applicant / postholder has a disability every effort will be made to make reasonable adjustments to enable them to carry out the duties of the post.

	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Ability to work outside normal office hours on occasions.	✓		I
Clean driving licence.		✓	A
The ability to be mobile across the Authority.	✓		I

Date: March 2020