



Job Profile

Learning Mentor

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|--------------------------------|--|-------------------|--------|
| Job purpose: | To assist with the provision of pastoral care to pupils and support their mental and physical welfare, encourage positive attitudes and behaviour around school. | | |
| Reporting to: | Headteacher, Safeguarding Manager | | |
| Responsible for - Staff | N/A | | |
| Liaising with: | Pupils, teachers, senior staff, parents/carers. | | |
| Grade of post: | G3 | Gauge ref: | A23559 |
| Disclosure level: | Enhanced | | |

Job Outline

Personal and Professional Conduct

- To have a proper and professional regard for the ethos, policies and practices of the school as professional members of staff.
- To demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- To have regard for the need to safeguard pupils' well-being by following relevant statutory guidance along with school policies and practice.
- To uphold values consistent with those required from teachers by respecting individual differences and cultural diversity.
- To commit to improve own practice through self-evaluation and awareness of personal professional needs.

Generic Learning Mentor Role

- To undertake Team Teach Training.
- To undertake First Aid Training.
- To provide pastoral care for students in school.
- To provide routine administrative support for SENCO and Safeguarding Manager.
- To comply with safeguarding policies and supporting procedures.
- To liaise with a range of people including parents / carers.
- To assist in the development and implementation of education / behaviour/ support / mentoring plans.
- To deliver pre-determined action plans and intervention programmes to students reporting those in need of particular support.
- To deliver intervention strategies and intervention packages, both from internal and external sources, for vulnerable students.
- To supervise pupils who are not working to a normal timetable.
- To monitor and evaluate student's responses and progress against action plans through observation and planned recording and to provide objective and accurate feedback and reports as required.
- To update record systems and follow processes in line with child protection and data protection regulations.
- To support the Safeguarding Manager in maintaining records and implementing policy.

- To develop and promote positive relationships and maintain links between school, parents and children.
- To support, by offering help and advice in understanding school policies, parental rights and sign posting to relevant support agencies.
- Rigorously implement morning and afterschool admission and discharge procedures (be on the playground as the gates open, monitor the gates and prevent young children leaving without parents, implement procedures for children not collected after school).
- Support the Safeguarding Manager in promoting good attendance and punctuality throughout school and implementing policy.
- Assist with the collection of children when needed.

Medical

- Develop and implement the schools Administration of Medicines Policy.
- To maintain health and intimate care plans and share with key people in school as appropriate (Teachers, TAs kitchen staff, welfare and admin).
- To maintain and update first aid training and first aid records.

Working With Others

- To recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them under the supervision of the class teacher or SENCO.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.
- To share knowledge to inform planning and decision making.
- To work collaboratively with class teacher and other colleagues, including specialist advisory teachers.
- To communicate knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

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 the staff review and development appraisal process.

Health and Safety Training

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

Person Specification / Selection Criteria Learning Mentor



A. Experience

| | Essential | Desirable | Source A = Application I = Interview R = References T = Task/Observation P = Presentation |
|---|-----------|-----------|--|
| Previous experience of working with children with social and emotional needs. | E | | A, I |
| Experience of supporting vulnerable families. | | D | |
| Experience of working with external agencies | | D | |
| Experience of developing personal plans | | D | |

B. Training and Qualifications

| | Essential | Desirable | Source |
|---|-----------|-----------|--------|
| GCSE's in English and Maths or equivalent level of qualification. | E | | A, I |
| Willingness to undertake further relevant training. | E | | I |
| Willingness to undertake basic first aid. | | D | A, I |
| Team Teach trained. | | D | A |
| National Learning Mentor Qualification. | | D | 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 |
|--|-----------|-----------|--------|
| Understanding of relevant policies / codes of practice in behaviour management. | | D | A, I |
| Understanding of the national curriculum requirements for the relevant key stage in order to give appropriate support and preparation to children. | | D | A, I |
| Understanding of relevant safeguarding legislation. | E | | A, I |
| Understanding of child development | E | | A, I |
| Understanding of Attachment Theory | | D | 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 to monitor systems to evaluate and improve the activities of pastoral care. | E | | A, I |
| Demonstrate a commitment to promoting and achieving equal opportunities for students. | E | | A, I |
| Good communication skills to deal with both children and adults. | E | | A, I |
| Ability to engage and influence others | | D | A, I |
| Ability to deliver objectives and targets within agreed timescales. | E | | A, I |
| Willingness to work outside of normal school hours when required. | E | | A, I |
| Ability to work as part of a team | E | | A, I |
| Ability to identify own training and development needs | E | | A, I |
| Ability to reflect on practice and keep up to date with educational research. | | D | A, I |
| A positive mental attitude and ability to cope under pressure | E | | A, I |

E. Legal Issues

| | Essential | Desirable | Source |
|------------------------------------|-----------|-----------|--------|
| Legally entitled to work in the UK | E | | A, I |