

SEFTON METROPOLITAN BOROUGH COUNCIL

JOB DESCRIPTION

School:

Post: LEARNING MENTOR

Grade: LEVEL 2 - Grade E point 7 – point 11 – JE No. A1626

Responsible to: Headteacher

JOB PURPOSE

Working within an agreed system of supervision, to develop and provide a complementary service to teachers and support staff in school, 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.

MAIN DUTIES

Support for the Pupil

To promote the speedy and effective transfer of pupils through the various phases from pre-school settings to secondary including within school.

Develop a 1:1. mentoring relationship with pupils needing particular support to achieve the goals defined in their individual action plans.

Act as a role model for all pupils setting high expectations.

Develop and promote inclusion and acceptance of all pupils.

Encourage pupils to interact and work cooperatively with others and engage in activities.

Promote self-esteem and independence, developing and employing a range of strategies to recognise and reward achievement within established school procedure.

Provide feedback to pupils in relation to progress and achievement.

Support for the Teacher

Working with the teacher and support staff, take the lead in the comprehensive assessment of children selected by the Headteacher or his/her nominated representative, to identify those who need extra help to overcome barriers to learning inside and outside school.

Identify those children who would benefit most from a learning mentor and working with others to draw up an action plan for each pupil who needs particular support.

Support the development and work within a clear framework for pupil discipline, anticipate and manage pupil behaviour constructively, promoting self-control and independence, in line with established school policy.

Maintain regular contact with families/carers of children in need of extra support, keeping them informed of the child's needs and progress and to secure positive family support and involvement.

To work closely with the class teacher and SENCO to ensure that the needs of the gifted and talented children and those with special educational needs are met.

Support for the Curriculum

To have knowledge and appreciation of the range of activities, courses, opportunities, agencies and services that could be drawn upon to provide extra support for pupils.

Support for the School

Comply with all school policies and in particular the procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to an appropriate person.

Be aware of and support difference to help ensure everyone has equal access to the services of the school and feels valued, respecting their social, cultural, linguistic, religious and ethnic background.

Contribute to the school ethos, aims and development/improvement plan.

Facilitate the sharing of relevant information between local agencies and schools and be the joint point of contact for accessing a range of community and specialist support services for example, Social Services, Education Welfare Service.

Report on the implementation of action plans to the Line manager and the EIC Partnership.

Attend and participate in network meetings sharing best practice to support others.

Undertake personal development through training and other learning activities, including performance management as required.

Undertake all associated paperwork and admin for the role.

To comply with all the Council's Standing Orders and Financial Regulations*.
(*Delete if post is not funding wholly or in part by EIC).

Note This is not a comprehensive list of all tasks which may be required of the postholder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

GENERAL:

This job description is a representative document. Other reasonably similar duties may be allocated from time to time commensurate with the general character of the post and its grading.

All staff are responsible for the implementation of the Health and Safety Policy as far as it affects them, colleagues and others who may be affected by their work. The postholder is also expected to monitor the effectiveness of the health and safety arrangements and systems to ensure that appropriate improvements are made where necessary.

School has approved a policy on Equal Opportunities in Employment and copies are freely available to all employees.

PERSON SPECIFICATION

Post: LEARNING MENTOR LEVEL 2 Post No. _____

School Holy Spirit Catholic Academy School Dept. _____

Personal Attributes Required (considerations)	Essential (E) or Desirable (D)	Method of Assessment (suggested)
<u>QUALIFICATIONS/TRAINING</u>		
Level 2 qualification or equivalent in Maths/Numeracy and English/literacy.	E	AF
Level 3 LDSS or equivalent qualification of working with young people.	E	AF
Level 4 LDSS or equivalent qualification of working with young people.	D	AF
Evidence of Continuous Professional Development.	E	I
<u>EXPERIENCE</u>		
Proven track record of working with children and young people.	E	AF + I
Understanding of principles of child development, learning styles and independent learning.	E	AF + I
Understanding of inclusion, especially within a school setting.	E	AF + I
Working knowledge of relevant policies/codes of practice/legislation.	E	AF + I
Understanding of statutory framework relating to teaching and learning.	E	AF + I
Ability to relate well to children and adults.	E	AF + I

<u>SKILLS/KNOWLEDGE/APTITUDES</u>		
<p>Communication & Influence Selects the appropriate content and delivery style to communicate ideas, plans and decisions. Ensures communication delivers the right sense of urgency and importance. Speaks and writes in a way that results in an effective action. Asks questions to check understanding of the message and understands the importance and benefit of two-way communication.</p> <p>Team working Builds trust and respect with individuals throughout the school, developing collaborative and consultative working relationships across schools. Communicates openly and interactively, listening carefully to others and valuing their opinion. Openly shares information and own expertise with others to enable them to achieve their goals.</p> <p>Organisational awareness Keeps up to date with educational developments, analysing and interpreting how this impacts on own area of responsibility. Uses this external awareness to see new and different possibilities, thinking laterally to develop creative and innovative ideas and practical solutions to meet the needs of the school. Regularly networks inside and outside the school to exchange ideas and information.</p> <p>Adaptability Contributes personally to the change process. Helps others to understand the need and reasons for the change. Effectively implements new ideas and methods to adapt working practices. Helps plan, develop, set up and monitor systems and processes to effect change. Challenges existing practices and conventional thinking.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>AF + I</p> <p>AF + I</p> <p>AF + I</p> <p>AF + I</p>

<p>Use of technology Is able to use and understands the purpose of Information Communication Technology (ICT) and is able to develop the use of technology within own workplace by utilising a variety of standard software available. Is able to manipulate data and extract information, which is then presented in an appropriate format. Has the ability to share skills and knowledge within the workplace and provides advice and guidance to others.</p> <p>Professional Values and Practice Demonstrates high expectations for all pupils. Ability to build and maintain successful relationships with people, treat them consistently, with respect and consideration. Ability to work collaboratively with colleagues and carry out the role efficiently, knowing when to seek help and advice. Ability to improve own practice through observations, evaluation and discussion with colleagues.</p>	E	AF + I
<p><u>SPECIAL REQUIREMENTS</u></p> <p>Willingness to undertake appropriate first aid training.</p> <p>Required to complete Support Staff Induction Programme.</p>	E	I
	E	I

Prepared by: _____

Date: _____

AF = Application Form
I = Interview
T = Test
P = Presentation