



Post Holder:

Job Title: Learning Mentor

(Permanent contract subject to a 3 month/6 month review)

Salary: SCALE 4 (7-11) - Salary Range £19,554-£21,166 (£10.14-£10.97 per hour)

Hours: 30 hours (8.45am – 11.45am 12.15-3.15pm daily), term time only

Definition of Learning Mentoring

To provide support and guidance to children, young people and those engaged with them, by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve their potential. Learning mentors carry a case load and offer timetabled support to individual pupils. They are not class bound but have a role throughout the school.

This job description outlines the main duties and responsibilities of a **Learning Mentor** based at St Andrew's Church of England (Voluntary Aided) Infant School.

Prime objectives of the Post

- a) To attend and participate in relevant local training and become the deputy DSL.
- b) To develop and maintain effective and supportive mentoring relationships with children, young people and those engaged with them.
- c) To enhance existing provision in order to support learning, participation and encourage social inclusion.
- d) Work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to children and young people.
- e) To work unsupervised as directed by the Headteacher, Head of School, SENDCO or Class teachers supporting behaviour and delivering learning. Working under guidance to deliver learning, getting involved in the whole planning cycle, implementing intervention programmes, evaluating and record keeping, specialist SEN/subject/other support.
- f) To work with teachers to identify those children who would benefit most from the support of a learning mentor and to work with others to draw up and implement an action plan for each child who needs particular support.
- g) With teaching and pastoral staff, to participate in the comprehensive assessment of all children entering and returning to school to identify those who need extra help to overcome barriers to learning inside and outside school.
- h) To assist in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement.
- i) To work with pupils who demonstrate:
 - Significant and consistent underachievement
 - Poor behaviour compared to peers
 - Failing motivation and/or confidence
 - Difficulty in concentrating and being focused
 - Poor attendance and/or punctuality
 - Difficulty in relationships with peers or adults
 - Difficulties in emotional well-being
- j) To understand and work with different learning styles, with the emphasis on personalised learning.
- k) To support pupils by:
 - Establishing a productive working relationships with pupils, acting as a role model

- Using attendance/behaviour data to provide information, to monitor pupils and address any causes for concern
- l) To work with the Head of School, EWO and families to address attendance issues, advising pupils to enable them to make choices about their learning/behaviour/attendance.
- m) Challenging and motivating pupils in order to promote and reinforce self esteem.
- n) Providing feedback to pupils/parent/carers and teachers in relation to progress, achievement, behaviour, attendance and punctuality.
- o) Using counselling skills.
- p) To develop a 1:1 mentoring relationship with children needing particular support where necessary aimed at achieving the goals defined in the action plan, monitor and evaluate regularly and record progress.
- q) To support staff by:
 - Jointly planning, evaluating and adjusting learning activities as appropriate
 - Providing objective and accurate feedback to staff
 - Assisting in the development and implementation of appropriate behaviour management strategies
 - Assisting in staff development sessions
- r) To inform midday supervisors of any concerns, offering support, advice and guidance when appropriate
- s) To act as a single point of contact for accessing specialist support (eg social services, out of schools study support) and a range of community based programmes and to facilitate the sharing of information
- t) To maintain regular contact with families and carers of children receiving extra support, to keep them informed of the child's needs and progress and to secure positive family support.
- u) To work closely with the SENDCO/Inclusion Manager and staff and through the referral system to ensure the individual needs of the children are met.
- v) To ensure SLT are kept up to date with relevant information eg. child protection issues, CPOMS
- w) To facilitate the sharing of information between local agencies, schools, authorities and other learning mentors
- x) To network, advise, support and share best practice with other learning mentors
 - To provide links and liaison between school, home and service agencies and providers to ensure there is consistency in the response to children's needs
 - To support and promote the values and positive ethos of the school and wider community
- y) To be prepared to work flexible hours and attend meetings etc.
- z) To support pupils at different stages of the Continuum of Need, including pupils with Child Protection Plans.

Range of decision-making:

You will be expected to make 'common-sense' decisions about the education and welfare of pupils, under guidance received from Class Teachers, the Inclusion Coordinator, Head of School and the Headteacher.

Note 1

This job description may be amended at any time after consultation with you.

Note 2

The Governors of a Voluntary Aided School are the employers of the staff.

Signed.....(Post Holder) Date.....

Signed:(Headteacher) Date:.....