



Learning Mentor Job Description and Personal Specification

1. POST DETAILS

JOB TITLE: Learning Mentor	HOURS: 37
DEPARTMENT: Student Support	WEEKS: 39
RESPONSIBLE TO: Assistant Headteacher/SENCO	NJC POINT: Point 22-25 NJC

2. PURPOSE OF POST

Role

To work under the instruction or guidance of senior or teaching staff within the classroom or other learning areas, to assist in promoting the learning and personal development of the pupils to whom you are assigned, to enable them to make best use of the educational opportunities available to them and to provide general support to the teacher in the management of pupils and the classroom.

Line Management

- To work within the general directions of the Headteacher
- To work under the leadership and supervision of the SENCO

Partnership Work

May work alongside and receive instruction from:

SENCo, SLT, Student Support staff, Heads of Faculty, Heads of Year or Class Teacher

3. MAIN DUTIES AND RESPONSIBILITIES

DUTIES OF THE POST

1. To support children's development to ensure that students achieve their full potential personally and academically
2. To provide effective support for colleagues
3. To provide support for all learning activities
4. To contribute to effective relationships
5. To help keep the children safe



Support for the student

- Developing and understanding of students' special educational needs
- To research, plan and deliver group sessions/workshops with identified students on a range of subjects focusing mainly on social, emotional and behavioural difficulties
- Deliver PSHE to our SEND tutor group every morning
- Establishing constructive relationships with students and interacting with them according to individual needs
- Promoting the inclusion and acceptance of all students
- Encouraging students to interact with others and to engage in group activities and activities led by the teacher
- Setting challenging and demanding expectations and promoting self-esteem
- Providing feedback to students in relation to progress and achievement under the guidance of the teacher
- Reinforcing learning by developing study and organisational skills
- Establishing productive working relationships with students, acting as a role model and setting high expectations for behaviour and learning
- Encourage pupils to act independently as appropriate

Support for the School

- Being aware of and complying with policies and procedures relating to SEND, child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to the appropriate person
- Being aware of and supporting difference and ensuring that students have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school
- Appreciating and supporting the role of other professionals
- Attending all relevant meetings as required
- Working closely with progress leaders and year managers, targeting efforts at those at risk of underachieving
- Participating in training and other learning activities and performance development as required
- Willingness to occasionally supervise whole classes during the short-term absence of teachers (i.e. cover supervision) in relevant subject areas and responding to questions and generally assisting students in undertaking set activities when fulfilling this supervisory role
- Accompanying teaching staff and students on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of a teacher
- Assist with the supervision of pupils out of lesson times, including before and after school and at break and lunchtimes
- To work with the Head of Year for Year 7 to ensure smooth transition and induction for Year 6 students to the School
- To plan and deliver a wide range of extra-curricular activities which promote learning, good behaviour, better social skills and well-being

Support for the Teacher/SENCo

- Creating and maintaining a purposeful, orderly and supportive environment, in accordance



with lesson plans

- Contribute to the preparation of classrooms and outdoor areas
- Preparing materials and resources including the use of ICT
- Supervising practical tasks
- Assisting with the display of students' work
- Using strategies, in liaison with the teacher, to support students to achieve learning goals
- Assisting with the planning of learning activities on a regular basis
- Providing detailed and regular feedback to teachers on students' achievement, responses to learning activities, progress, problems etc
- To maintain accurate records on named students which measure the impact of your intervention
- To provide regular reports on your work as a Learning Mentor
- Promoting good student behaviour, dealing promptly with conflict and incidents in line with behaviour policy and encouraging students to take responsibility for their own behaviour
- Administering routine tests and invigilating exams, including support for SEN students
- Providing clerical/administrative support
- Gather/report information from/to parents/carers as directed
- To ensure your Line Manager is informed immediately of any concerns in relation to the students you mentor/support

4. SAFEGUARDING CHILDREN LEGISLATION

Noel-Baker Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

An enhanced DBS disclosure will be requested for the successful candidate in accordance with Safeguarding Children and Safer Recruitment in Education legislation.

5. FOR COMPLETION BY SUCCESSFUL CANDIDATE

I acknowledge that I have received a copy of the Learning Mentor job description and accept that the responsibilities attached to the post are as indicated.

Signature: _____ Date: _____

Note:

The school operates a non-smoking policy, which applies to all students, employees and visitors to the school



Person Specification

SPECIFICATION	ESSENTIAL	DESIRABLE
Qualification and Training	<p>Numeracy/literacy skills (at least equivalent to Level 2 of the National Qualifications Framework)</p> <p>Willingness to participate in training/development as/when identified by your line manager as essential for performance of the post</p>	<p>NVQ accreditation in a relevant subject or area</p> <p>Level 3 qualifications</p>
Experience	<p>Relevant training/experience working with young people</p>	<p>Relevant work experience in a similar environment</p> <p>Experience of working with students with SEN, preferably at secondary stage</p>
Knowledge	<p>Working knowledge and understanding of child development and learning</p> <p>Good understanding of the range of students' special educational needs</p> <p>Knowledge and understanding of strategies to remove barriers to learning in young people</p>	<p>Knowledge of the range of additional support/agencies available for students</p> <p>Knowledge of career and further/higher education opportunities open to young people</p>
Qualities, skills and abilities	<p>An ability to communicate effectively with students, staff, parents and multi agencies</p> <p>A positive interest in working with children</p> <p>Ability to work well within a team or individually</p> <p>Ability to build good working relationships with colleagues and students</p> <p>Good research and planning skills</p> <p>A good sense of humour</p> <p>Ability to work calmly and with patience</p> <p>A flexible and adaptable approach</p> <p>Good ICT skills</p>	<p>The ability to find creative and imaginative solutions to problems</p>