LEARNING MENTOR JOB DESCRIPTION

**Accountable to:** Head of School

**Grade 7**

The Learning Mentor will work directly with identified individuals or groups of pupils to help overcome barriers to learning, improve behaviour and attendance and raise achievement. The Learning Mentor will promote pupil’s mental and physical welfare and ensure that the school consistently offers an excellent standard of care for all pupils.

Learning:

* Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils’ learning by helping them to overcome barriers to learning both inside and outside the school in order to achieve their full potential, and enable the school to raise standards of achievement, improve attendance and raise standards of achievement and behaviour and improve attendance.
* Establish productive mentoring relationship with identified pupils acting as a role model and setting high expectations.
* Develop and implement Individual support plans.
* Promote the inclusion and acceptance of all pupils within the classroom.
* Support pupils consistently while recognising and responding to their individual needs.
* Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
* Promote independence and employ strategies to recognise and reward achievement and self-reliance.
* Provide feedback to pupils in relation to progress and achievement.

Pastoral Care:

* Undertake a variety of duties to support the social, emotional, physical and educational needs of pupils, including the setting up and running of breakfast club activities, lunchtime pastoral support sessions and parent workshops .
* Within an agreed system of supervision, plan challenging objectives to evaluate and adjust plans as appropriate.
* Monitor and evaluate pupil responses to learning and pastoral activities through a range of assessment and monitoring strategies against pre-determined objectives.
* Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of evidence.
* Record progress and achievement in lessons/activities systematically, and provide evidence.
* Work within an established Behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence.
* Secure positive family support and involvement through regular contact.
* Support the role of parents in pupils’ learning and contribute to/lead meetings with parents to provide constructive feedback on progress and achievement.
* Work directly with parents, pupils and other relevant staff to monitor and promote good school attendance.
* Act as a Deputy Designated Safeguarding Lead
* Act as Mental Health Lead in school.
* Work with the school inclusion team to identify priority children.

Other duties:

* Liaise with school staff, education welfare officers, and other agencies to identify pupils at risk of disaffection and with those agencies identify extra help to overcome barriers to learning.
* Share best practice and co-ordinate work to meet the needs in a focused and integrated way.
* Contribute to the maintenance of a record of children’s behaviour including records of incidents and action.

*This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as may be necessary from time to time.*

***DDAT welcomes a diverse population of both children and staff and is committed to promoting and developing equality of opportunity in all its functions.***

***DDAT is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All appointments are subject to satisfactory references, pre-employment and Disclosure Barring Service checks. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.***

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| **Learning Mentor Person Specification** | |
| **Person Specification:** | **Essential** |
| Qualifications & Training | * GCSEs or equivalent in Maths and English * Level 1 Safeguarding as a minimum * A positive approach to gaining further qualifications * Competency in terms of qualifications or life skills equivalent to at least NVQ Level 2. |
| Knowledge and Experience | * Experience of working in school. * A proven track record of work relevant with young people. * An understanding of issues related to disadvantaged sections of the community. * The ability to set targets for development as part of the learning action planning process and to devise, implement and evaluate action plans. * ICT literate. |
| Abilities and Aptitudes | * A commitment to improving the lives and learning opportunities of young people. * Ability to engage constructively with, and relate to, a wide range of young people and their families. * An ability to work effectively with children who are disengaged from school and learning. * Ability to work effectively with teaching staff, Leadership within school and the external agencies. * Ability to network effectively with a wide range of support services available. * Ability to work independently (with appropriate supervision) and as part of a team. * Good communication skills, both written and spoken. * A readiness to participate in training and professional development. |
| Personal Qualities | * A positive approach to learning and gaining new skills through teamwork and training opportunities * A passion for promoting purposeful learning * The ability to adapt to changing circumstances and needs. * A positive attitude * Ability to build a good rapport with children, parents, staff and other professionals. * A readiness to maintain high expectations and standards for self and others. * Excellent organisational, record keeping and planning skills * Punctuality and reliability * Patience and resilience * Honesty and trustworthiness * Communication skills with a particular emphasis on oral skills together with personal qualities of enthusiasm, good humour, determination and resilience * A positive approach to inclusive practice, with children and colleagues * Enthusiasm for working with children |

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