Statement of Purpose

To support children and young people to achieve their potential by providing support to overcome barriers to learning both inside and outside the school by working with outside agencies and working with pupils on a 1 to 1 and group basis.

Support for Line Management

- May involve line management responsibility of between two and five members of support staff
- Liaise between managers/teaching staff and support staff.
- Hold regular team meetings with support staff.
- Undertake recruitment/induction/appraisal/training/mentoring of other staff.

Support to Pupils

- To assist in the identification of those children who would benefit most from a learning mentor and, working with others, draw up and implement an action plan for each child who needs particular support.
- To develop a 1:1 mentoring relationship with pupils needing particular support where necessary aimed at achieving the goals defined in the action plan.
- To maintain regular contact with families/carers of children in need of extra support, to keep them informed of the child's needs and progress, and to secure positive family support and involvement.
- Throughout every day:
  - Deal with students who are upset or distressed (referred by teachers or other pupils).
  - Available to see students when School Nurse is not in school (Nurse is in one day per week) re. emotional/family difficulties, relationship advice, contraceptive advice, sexual health advice, information on morning after pill and contact school nursing system when appropriate.
- To provide reports on activities and progress as appropriate.
- To support the learning of pupils in the school day, especially with regard to nurture.
- To support and co-ordinate pupils' successful exit and re-entry in to mainstream classes. This can include anger management, behaviour issues and phobias.
- Monitor homework and coursework completion for selected students.
- Attend regular meetings with appropriate senior staff.
- Support and counsel students, this requires being available during lunchtime and breaks for students to talk and report any issues that they have.
- Deal with any issues raised by students during confidential discussions promptly and inform relevant staff of the issues and the action taken.
- To liaise with parents, outside agencies and education welfare with regard to confidential/sensitive information and complex issues.
Support for the Organisation

- To have full knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for pupils.
- To facilitate the sharing of information between local agencies, schools, authorities and other learning mentors, and be the single point of contact for accessing a range of community and business-based programmes and specialist support services for example, the Social and Youth Services, the Educational Welfare Service, the Probation Service and Connexions, and out of school study support and business and community mentors.
- To network with other learning mentors and share best practice.
- To continue to professionally develop the role of Learning Mentor by attending appropriate and relevant training programmes.
- To facilitate the sharing of information between local agencies, schools, authorities and other learning mentors. To be the single point of contact for accessing a range of community and business-based programmes and specialist support services, for example the Social and Youth Services, the Educational Welfare Service, the Probation Service and Connexions, and out of school study support and business and community mentors.
- To coordinate relevant outside professionals to work in school.
- Report as appropriate to all staff on your input with pupils and their families.
- To create a clear process of referral for the staff and report all outcomes to all staff concerned.

Support Communication between Home and School

- Restorative Justice Strategies, where applicable, in schools as required via mediation.
- To probe what has happened.
- To determine who has been affected.
- To seek solutions in how those involved can find a way forward.
- To learn from events and consider how things can be done differently in the future.

Support for Pupils/Home/School Partnership

- To encourage attendance at Family Learning as appropriate.
- Mediation between school and home re school issues and/or breakdown of relationships with school as appropriate.

Support to Parents and the Community

- Support pupils when there are difficulties at home, i.e. when pupils are not willing to go home due to family tensions etc. (liaise with parents if appropriate).
- Liaise with EWS over issues requiring EWS support.
- To support the educational and emotional progress of pupils.
- To work in partnership with multi-agency bodies and professionals to achieve the best outcomes for pupils.
- To improve educational and emotional outcomes for pupils and their families.
- To provide practical and emotional support to parents/carers and pupils.
- To promote the five outcomes of Every Child Matters.
- To support pupils and to liaise and support when contacting or meeting with outside agencies.
- To liaise with social services, educational psychologists, Barnardo's, YSP, voluntary organisations, EWO's, health services etc to support progress for pupils.
Pastoral Support

- To follow up incidents as referred by colleagues.
- To refer students to senior colleagues when necessary.
- To follow the school’s behaviour policies, procedures and guidelines at all times.
- To liaise closely with all relevant teachers, teaching assistants and others who support the students concerned.
- To maintain accurate and up to date records within the school’s systems.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Comply and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.

Note 1:
The content of this job description will be reviewed with the post holder on an annual basis in line with the School’s performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the postholder and the relevant trade union before submitting for re-evaluation.
# Person Specification

## Senior Learning Mentor

**Level 3**

**Essential Criteria**

<table>
<thead>
<tr>
<th>Experience</th>
<th>Measured By</th>
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<tbody>
<tr>
<td>• Experience of working in an education setting committed to the inclusion agenda.</td>
<td>AF/I</td>
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<td>• Experience of working with pupils demonstrating challenging behaviour or dealing with disadvantaged circumstances.</td>
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<tr>
<th>Qualifications/Training</th>
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<tr>
<td>• NVQ 3 in Learning and Development &amp; support services for children, young people and those who care for them or equivalent qualification or experience in a relevant discipline.</td>
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<th>Knowledge/Skills</th>
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<td>• Understanding of principles of child development and learning processes and in particular, barriers to learning.</td>
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<td>• Ability to plan effective actions for pupils at risk of underachieving.</td>
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<td>• Full working knowledge of relevant policies/codes of practice and awareness of legislation.</td>
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<td>• Ability to lead a team</td>
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<td>• Good ICT and record keeping skills.</td>
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<td>• Good numeracy and literacy skills.</td>
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<td>• Ability to work constructively as part of a team.</td>
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<td>• Ability to relate well to children and to adults.</td>
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<td>• Excellent communication skills.</td>
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<td>• Have the ability to deal with sensitive issues in a professional manner.</td>
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<td>• Good organisation skills.</td>
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<td>• Ability to prioritise effectively.</td>
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<td>• Influencing skills.</td>
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<td>• Understand the need for confidentiality when appropriate and to ensure clear and sensitive communication.</td>
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<th>Behavioural Attributes</th>
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<tr>
<td>• Customer focused</td>
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<td>• Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.</td>
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<td>• Open, honest and an active listener</td>
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<td>• Takes responsibility and accountability</td>
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<tr>
<td>• Committed to the needs of the pupils, parents and other</td>
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stakeholders and challenge barriers and blocks to providing an effective service.

- Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations
- Is committed to the provision and improvement of quality service provision
- Is adaptable to change/embraces and welcomes change.
- Acts with pace and urgency being energetic, enthusiastic and decisive
- Communicates effectively
- Has the ability to learn from experiences and challenges
- Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills

| AF  | Application form | I | Interview |

**Note 1:**

*In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:*

- **Motivation to work with children and young people.**
- **Ability to form and maintain appropriate relationships and personal boundaries with children and young people.**
- **Emotional resilience in working with challenging behaviours and**
- **Attitudes to use of authority and maintaining discipline.**