



JOB TITLE: Learning Mentor
REPORTS TO: Assistant Headteacher
BAND: Scale 4

JOB PURPOSE

The Learning Mentor (LM) is a member of a team of practitioners responsible for the education and care of the students in the school. They are involved in contributing to the teaching and learning programme in accordance with the Academies ethos, aims and objectives. The LM supports the school in raising student aspirations, challenging student learning and engaging students in their own learning.

The Teacher and the LM work closely as a team - being 'partners' in supporting the students' access to learning and the whole curriculum and their independence as learners.

The LM, in conjunction with teaching, support staff, parents and multi outside agencies, works under the direction and control of the Head Teacher and the relevant CL/SENCO/class teacher and at Scale 4 they would be expected to work independently with minimal supervision by a teacher. They may be required to manage groups or individuals from a class without the presence of the class teacher and to use their own initiative to plan, organise and manage activities and tasks, which reflect their specific curriculum expertise, knowledge and understanding. They may be required to oversee the work done by other LSAs in their designated area.

KEY CORPORATE ACCOUNTABILITIES

- Commitment to the Trust's central team Vision and Values.
- To maintain awareness of and commitment to the Trust's Equality and Diversity in Employment Policy in relation to both employment and service delivery and to observe the standard of conduct which prevents discrimination taking place.
- To comply with all Trust policies including Code of Conduct, Safeguarding Policy and E-Safety Policy.
- To fully comply with the Health and Safety at Work Act 1974 etc, the Trust's Health and Safety Policy and all locally agreed safe methods of work.
- At the discretion of the Head Teacher, such other activities as may from time to time be agreed consistent with the nature of the job described above
- To work with colleagues to achieve service plan objectives and targets.
- To participate in the Performance Management Procedure and contribute to the identification of own team development needs.

PRINCIPAL ACCOUNTABILITIES

1. Working with students:

- provide appropriate levels of individual attention, reassurance and help for student(s)
- support the specific needs of specified students



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- support student(s) access to the curriculum, their learning in particular lessons and their progress towards specific individual targets ensure that teachers are aware of the specific learning needs and targets of identified pupils
- foster student independence through supporting improvement in their knowledge, skills, understanding and behaviour
- lead small groups to develop student social skills / anger management / sports skills or lead small intervention groups within a designated core subject
- support the work for targeted students in designated areas eg Year 7, Maths, English or Science as directed by the Line Manager or Senior Staff.
- provide information, advice and direction to students about their engagement within the agreed framework of school policies on behaviour
- take appropriate action to identify, analyse and minimise any risks to health, safety and security in the immediate working environment
- where directed, act as an escort on and off school premises for key students
- Liaise with outside agencies and parents concerning appropriate provision
- and intervention.
- Arrange for outside agencies to work with small groups of students and to monitor their progress.
- Work with students to ensure that they are ready and prepared for learning first thing in the morning and during the course of the day.
- Supervise students in the Inclusion room as appropriate.
- Support and take the lead in the preparation and writing of reports for external agencies and for governors.
- To act as the lead person for designated students in terms of SEND reviews as outlined in the Code of Practice.

2. Support for the teacher(s):

- assist student(s) access to the curriculum by differentiating instructions and resources
- help student(s) to select equipment and materials relevant to their learning tasks and to use these safely and correctly
- support the maintenance of student records by providing appropriate information to key staff and recording, in accordance with school and faculties policy, the work of student
- provide praise and encouragement to students to recognise and promote positive student behaviour in accordance with school rewards system and behaviour policies
- where necessary, correct student engagement, supporting the teacher in maintaining order both in the classroom and in the school environment
- Report uncharacteristic student behaviour patterns and Child Protection concerns about an individual student and incidents of inappropriate behaviour to the class teacher / SENCo / named Safeguarding Lead within the school.
- in the presence of the teacher, supervise the class whilst the teacher works with specific groups of students or individuals

• 3. Working within Inclusion:

- attend internal meetings, including meetings which are recognised as directed time in the school calendar
- act as a reader or amanuensis as necessary at school and national tests and examinations where directed by SENCo / Exams officer



- assist in the administration of any appropriate assessments as directed by the Line Manager or Senior Staff.
- share information and expertise, which could benefit other team members in their work in conjunction with the Line Manager and Senior Staff.
- provide information to support student progress including information for student records, reports, Individual Education Plans and annual reviews
- take responsibility for monitoring and reporting back to the class teacher / SENCo on student progress against agreed targets
- actively encourage the development of positive relationships and promote confidence about the care and education of their children during contact and communications with parents, passing on any information given by parents to the appropriate staff member within the school
- promptly report any difficulties in communicating with parents and carers to the class teacher/SENCo/ Senior Learning Mentor
- to adhere to the school's Intimate Care policy.
- support the curriculum plans and learning programmes designed by the teacher and obtain and use designated equipment and materials appropriate to the learning objectives and students' development needs
- help students with the use of ICT and appropriate curriculum software
- obtain accurate and up-to-date information on students' literacy, current reading ability, their writing skills and oracy and language development
- deploy specific (to be agreed) subject curriculum knowledge, understanding and expertise to student(s) in small groups
- agree appropriate learning support strategies with the teacher and obtain the resources needed to implement these strategies
- promptly inform the teacher when a student is experiencing learning difficulties that cannot be resolved
- respond to students' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images
- provide levels of individual attention, reassurance and help with learning tasks as appropriate to students' needs
- monitor students' response to learning activities and, where necessary, modify or adapt activities to achieve the intended learning outcomes
- provide an appropriate level of assistance to enable students to experience a sense of achievement, maintain self-esteem and self-confidence and encourage self-help skills
- use appropriate strategies for challenging and motivating students to learn
- take the lead in writing personal support plans.
- engage parents and outside agencies with the education of the child.
- to develop good working relationships with external agencies and maintain an accurate record of the support available to the school to support students.
- to access and arrange support for key students – either as a group or for individuals and their parents.
- to attend courses and conferences as appropriate to ensure accurate knowledge to support the role.
- To be flexible can respond to 'crisis' situations,

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time-to-time. Any such duties should not, however, substantially change the general character of the post.



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This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

I confirm that I have read and understood, and that I accept, the above job description:

Signature : Date: Name in full



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General heading	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	Degree or relevant professional qualification/experience in Education or relevant subject area Experience of working in an organisation supporting vulnerable/challenging young people.
	Knowledge of relevant policies and procedures	Being aware of and working the School's policies in relation to inclusion, Child Protection and physical contact with pupils
	Literacy	NVQ level 4 or equivalent in English.
	Numeracy	NVQ level 4 or equivalent in Maths.
	Technology	Strong ICT skills including MS Office suite
Communication	Written	Proven experience of completing detailed and complex reports, forms, e-mails and letters
	Languages	Overcome communication barriers with children and adults
	Negotiating	Ability to negotiate effectively with adults and children
	Verbal	Effective at exchanging verbal information clearly and sensitively
Working with children	Behaviour Management	Ability to demonstrate effective implementation of the school's behaviour management policy
	SEN	Encourage the inclusion of pupils with emotional and/or behavioural difficulties in a mainstream setting
	Curriculum	Detailed understanding of the school curriculum
	Child Development	Ability to recognise the range and implications of factors that impact on the behaviour of students, eg, age, gender and culture. Ability to assess progress and performance and recommend appropriate strategies to support development
	Health & Well being	Understand and support the importance of physical and emotional wellbeing
Working with others	Working with partners	Participate in the evaluation and review of the agreed support in conjunction with other behaviour support/school staff



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		Ability to make a proactive contribution to the work of the team supporting children, their families and carers Ability to work with parents and carers to improve support for children
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Team work	Ability to work effectively with a range of adults Influences the attitudes and opinions of others according to an agreed plan, gaining their agreement through persuasion to ideas, proposals and courses of action
	Information	Contribute to the development and implementation of effective systems to share and safeguard information
Responsibilities	Organisational skills	Excellent organisational skills Ability to work accurately with attention to detail Ability to remain calm under pressure
	Line Management	To support the induction, mentoring and supervision for applicable staff. Ability to manage and support the work of others
	Time Management	Proven ability to manage own time effectively with competing demands of the job role
	Creativity	Proven ability to come up with creative solutions to complex situations which comply with statutory or procedural requirements
General	Equalities	Demonstrate a commitment to equality
	Health & Safety	Basic understanding of Health & Safety
	Child Protection	Good understanding of and commitment to child protection procedures
	Confidentiality/Data Protection	Understand procedures and legislation relating to confidentiality
	CPD	Demonstrate a clear commitment to develop and learn in the role Ability to effectively evaluate own performance