



## SYBOURN PRIMARY SCHOOL

### **JOB DESCRIPTION**

#### **Advanced Learning Mentor**

Scale SO1-SO2 (pt 23-28)

Actual salary £27,815.21-£31,110.46 (*Full time equivalent £31,122-£34,809*)

Contracted for :Term Time Plus 5 days

Hours: 36hrs

Days Per Week: 5 Days

Line Manager: Head of School

Definition of Learning Mentoring - providing 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 caseload and offer timetabled support to individual pupils, they are not class bound but have a significant role throughout the school.

### **Job Purpose**

- To support the management and leadership of the provision of the Learning Mentor service or similar pastoral work force within the school and/ or local area in order to raise standards in learning, participation and social inclusion.
- To develop and maintain effective and supportive mentoring relationships with children, young people and those engaged with them
- To provide a complementary service throughout the school that enhances and extends existing provision in order to support learning, participation and encourage social inclusion
- 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
- With the support of the Head of School; take responsibility for, leading on & tackling all Safeguarding and Child protection issues as they arise in school in line with school policy.
- With the support of the Head of School; raise awareness and ensure compliance of procedures through training & development of all staffing, ensuring compliance in Child Protection, Safeguarding, Pastoral Care, Induction, Vetting, Recruitment & Retention and the Single Central Record

### **Liaison with**

Head of School, SEND Coordinator, Assistant Head Teacher, Parents, Teachers, Support Staff and other outside agencies e.g social services, health, police, educational psychologists etc





## **SYBOURN PRIMARY SCHOOL**

### **Major Tasks, Duties and Responsibilities**

#### **Supportive Mentoring Relationships**

Establish referral procedures and criteria for learning mentor support. Specify clearly cases that require highest and or immediate priority

To have lead responsibility for identifying pupils needing mentoring support and for providing comprehensive assessments of their personal, social and emotional needs

To manage and be responsible for a caseload of individual mentees including those with complex and challenging needs. Innovate and deliver effective, alternative programs to raise motivation, aspirations and develop positive behaviours. Review support and progress with the mentees.

Act as key focal point for pupils needing additional care, guidance and support and those going through complex key transition stages in their lives e.g. family break up, loss, bereavement, friendships and illness

Develop and implement individual plans that challenge inappropriate behaviour, build positive self image, enhance educational achievement and reduce the likelihood of exclusion and early criminal behaviour

Be responsible for clear communication with teachers, support staff, families and professionals in order to promote the effective use of cohesive behaviour management strategies.

#### **Extending Support for learning, participation and social inclusion**

Ensure the speedy and effective transfer of information within and across educational establishments and settings

Be responsible for ensuring continuity of support for those identified pupils throughout the transfer process by liaising with key staff in forwarding and feeder schools and colleges

Provide significant contribution to the school's extended services by developing a range of additional activities, clubs and programs, which support educational opportunities, active participation, welfare and personal development

Be responsible for initiating and sustaining support programs for targeted groups at risk of underachievement e.g. LAC, unattached asylum seekers, young carers, new entrants/non standard joiners, underage parents

Monitor and evaluate the effectiveness of planned activities and the level of participation of those who take part in the programs

Work with others to develop and implement strategies to improve attendance

Manage the exclusion and reintegration of pupils who have been excluded from learning

Enable young people to select a course of action that will support further learning, qualifications and career choices





## **SYBOURN PRIMARY SCHOOL**

### **Working in Partnerships**

Act as the first point of call for parents and carers. Develop a wide range of approaches to help them support their children's learning, positive behaviour, attendance and wellbeing.

Facilitate links between parents and external services, acting as a single point of contact for accessing specialist support.

Collate detailed knowledge of support agencies and relevant schools.

Develop and sustain effective working relationships with staff in other agencies and schools.

Agree and record arrangements for joint working by taking an active role in ensuring support meets the needs of young people in a focused and integrated way

Take responsibility for agreeing mutual roles, responsibilities and protocols for sharing of information between local agencies, schools, authorities and other learning mentors

Take responsibility for liaising closely with senior staff about safeguarding, child protection and identifying risk harm indicators. Keep relevant staff informed and contribute to joint decision making appropriate study

Act as Lead Professional and complete CAF when appropriate

### **Maintaining Professional Competencies**

To operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them.

Ensure high level of professional competences by attending regular training, undertaking further qualifications and self study

Provide advice and contribute to specialist training programmes for school staff and local learning mentor networks on social and emotional aspects of care, guidance and behaviour management

Take part in annual professional reviews. Draw up Learning Mentor action plan which complements the school and departmental development plans for inclusion and raising standards

### **Supporting the School**

Develop policies and practices that benefit children and young people. Review, evaluate and challenge policies and practices that are not working.

Evaluate own work and provide comprehensive evidence for Head teachers, Governors and inspectors that demonstrates the impact learning mentoring has on pupil progress

Take responsibility for managing systems and administration supporting learning mentor work. Ensure they are compatible with whole school procedures and communication

Maintain a budget for learning mentor and cross school activities. Provide reports on projects showing expenditure and value for money

Undertake further duties in agreement with the Head of School, commensurate with the grading and nature of the post





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### Person Specification – Learning Mentor

#### Experience

Experience in working with children or young people, in either a paid or voluntary capacity.

Experience of working in an educational setting

#### Qualifications

Good standard of education holding a minimum 5 GCSE's Grade C & above including English and Maths (or equivalent)

First Aid Certification or the willingness to train.

Mentoring or counselling qualifications – desirable

Specialist knowledge, experience or training in the requirements and legislative environment for child protection and safeguarding - desirable

#### Knowledge, Skills and Abilities

An understanding of safeguarding legislation and requirements of schools.

Excellent interpersonal skills, the ability to develop relationships with both students and parents, with tact and sensitivity

An ability to maintain confidentiality

An ability to manage conflicting demands and priorities

A commitment to safeguarding and the promotion of the welfare of children and young people.

Ability to work constructively as part of a team.

An understanding of and the ability deal effectively with social and emotional factors which affect a child's capacity to learn

Skills or experience to working with children to raise self esteem and to support anti-bullying strategies

An understanding of the issues around transition and transfer and the ability to deliver individual strategies

An understanding of how to get the best out of young people

Ability to accurately create and manage written records of cases, referrals and concerns and keep them securely and appropriately, forwarding them on transition of student

Understanding of data protection legislation

Ability to act as member of the safeguarding team, liaising with staff, assessing cases, and making referrals to relevant investigating agencies as appropriate

Commitment to continued professional development.

