

# Job description

**Job title:** Learning Mentor – Levels 1, 2, 3  
**Job ref:** XS 10  
**School:**  
**Grade:** XS 10a Dorset Grade 5 / XS 10b Dorset Grade 7 / XS 10c Dorset Grade 9  
**Reports to:** Senior nominated member of staff

## Main job purpose

Working under guidance: provide short term support in addressing the needs of a case load of pupils who are demotivated or disengaged to overcome a range of barriers to learning. This support is likely to include working individually with pupils, working with pupils in small groups, working with other parties/agencies including parents.

## Main responsibilities and duties

Support for pupils:

- Work with selected pupils out of the classroom situation. This could include pupils excluded from or otherwise not working to a normal timetable
- Develop 1:1 mentoring arrangements with pupils which enable the pupil to agree plans and targets to move forwards
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
- Provide support to pupils to enhance their emotional health and well-being (EHWB)
- Help pupils to follow individual Education Plans where appropriate
- Assist in organising and running small group interventions e.g. circle time
- Promote the speedy/effective transfer of pupils across phases/integration of those who have been absent
- Challenge and motivate pupils
- Promote and reinforce self-esteem
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable
- Act as a positive role model
- Liaise with parents/carers as appropriate
- Network with other learning mentors, teachers and professionals, eg educational psychologist

Support for the teacher:

- Support pupils' access to learning using appropriate strategies, resources etc
- Provide feedback on pupil's progress as required
- Maintain records as agreed with other staff, contributing to reviews as requested
- Assist in the implementation of strategies to promote positive behaviour and attitudes

Support for the curriculum:

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs



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- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning

Support for the school:

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equal opportunities and data protection, reporting all concerns to an appropriate person
- Contribute to the overall ethos/work/aims of the school
- Attend and participate in relevant meetings as required
- 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
- Supervise pupils on visits, trips and out of school activities as required
- Clerical/admin support e.g. dealing with correspondence, making phone calls etc
- Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

## Knowledge & skills

Experience:

- Experience of working with children of relevant age
- Experience of working with pupils with additional needs

Qualifications:

- Numeracy and literacy skills equivalent to Adult Basic Skills level 2
- Completion of the National Learning Mentor training is desirable

Knowledge/Skills:

- Working knowledge of relevant policies/codes of practice and awareness of relevant legislation
- Working knowledge of national curriculum and other relevant learning programmes
- Understanding of principles of child development and learning processes and in particular, barriers to learning
- Developing knowledge of Local Authority, local and national organisations which can provide services and activities to support pupils and broaden and enrich their learning
- Ability to relate well to children and in particular to motivate children to engage in the learning process
- Ability to work effectively with parents/carers and a range of professionals

## Progression in Post (if applicable)

Progression to Grade 7 will be subject to the achievement of Level 3 NVQ 3 in Learning and Development and Support Services for Children, Young People and Those who Care for Them or Level 3 NVQ in Supporting Teaching and Learning in Schools or an appropriate specialist qualification at or above Level 3 NVQ.



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Progression to Grade 9 will require the achievement of a Level 3 NVQ as above or an appropriate specialist qualification at or above Level 3 NVQ plus the achievement of or working towards Those who Care for Them or appropriate specialist qualification at or above Level 4 NVQ. Achievement of or working towards “National Programme for Specialist Leader of Behaviour and Attendance” is desirable.

Further duties and skills expected for staff working at Senior Level (Grade 7):

- Participate in comprehensive assessment of pupils to determine those in need of particular help
- Plan effective actions for pupils at risk of underachieving
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils
- Work with other staff planning, evaluating and adjusting learning activities as appropriate
- Deliver, with support, small group interventions eg circle time
- Be pro-active in gaining comprehensive personal knowledge of Local Authority/local/national sources and contact in order to facilitate access to services, activities, courses, organisations and individuals to provide support for pupils and broaden and enrich their learning
- Monitor and evaluate pupils' responses and progress against action plans to learning activities through observation and planned recording
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
- Further admin support at a higher level e.g. compilation/analysis/reporting on attendance, exclusions etc.
- Take part in multidisciplinary meetings, Common Assessment Framework (CAF) assessments etc
- Undertake relevant and appropriate further training

Further duties and skills expected for staff working at Principal Level (Grade 9):

- Take the lead addressing the needs of pupils who are severely disengaged from the learning process
- Plan, deliver and monitor small group interventions to meet pupils' behavioural, personal or academic needs eg to develop self-esteem, address behaviour issues or develop organisational skills
- Provide objective and accurate feedback and reports to other staff on learning mentor intervention as required
- Liaise with feeder schools and other relevant bodies to gather pupil information
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc
- Take the lead in the development, implementation and review of individual Education/Behaviour/Support Mentoring Plans
- Chair multi-disciplinary meetings or reviews effectively
- Understand the principles and processes of the Common Assessment Framework (CAF)
- Be involved in completing CAF assessments, taking the lead in this as appropriate
- May act as the CAF 'Lead professional' where services are delivered by several agencies



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- Will need to be the 'expert' on the availability of a range of opportunities, interventions and contacts to benefit the child and family and develop strong personal links in order to easily implement such opportunities
- Deliver appropriate training in intervention strategies to learning mentors and other staff
- Provide guidance to and supervision of other Learning Mentors
- Undertake relevant and appropriate advanced training

Approval			
Prepared by		Date	June 2008
Designation			

