

Learning mentor job description

Employment details	
Job title	Learning mentor
Reports to	Headteacher
Hours of work	
Salary	£

General duties

- Liaise with school staff, education welfare officers, and other agencies to identify pupils at risk of disaffection and help identify extra support to overcome barriers to learning.
- Share best practice with other staff and co-ordinate work to meet pupils' needs in a focussed and integrated manner.
- Actively listen to pupils' concerns and form plans, with the pupil and their parents' involvement, to help address these.
- Provide support, advice and guidance tailored to pupils' individual needs.
- Organise activities to support pupils to be ready to learn.
- Implement strategies to support pupils in building their confidence and self-esteem.
- Assist in transition arrangements for pupils moving schools or to the next stage of education.
- Help the school close the academic gap for pupils with additional learning and/or welfare needs.
- Undertake any administrative duties relevant to the role.
- Embed the school's values and ethos in all aspects of school life.
- Undertake additional tasks as directed by the SLT.

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.
- Help raise and maintain the standards of achievement, and improve attendance and behaviour.
- Establish productive mentoring relationships with pupils, acting as a role model and setting high expectations.

- Help the SLT and other relevant staff develop and implement pupil learning and/or behaviour plans.
- Promote the inclusion and acceptance of all pupils.
- 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.
- Ensure pupils have access to an ambitious, broad and balanced curriculum.
- Promote pupil independence and employ strategies to recognise and reward achievement and self-reliance.
- Provide feedback to pupils in relation to progress, goals and achievements.

Organisation

- Organise and manage an appropriate learning environment and resources.
- Manage pupil behaviour constructively, promoting self-control and pupil independence.
- Organise pupil group sessions as necessary.

Communication

- Secure positive family support and involvement through regular contact.
- Support the role of parents in pupils' learning and contribute to meetings with parents to provide constructive feedback on their child's progress and achievement.
- Liaise with parents about strategies to best support their child's behaviour, attendance and any social or emotional needs.
- Make any necessary home visits, as required.
- Be a point of contact for pupils and families receiving support.
- Liaise with external agencies and school partners as necessary.

Monitoring

- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring evidence of these is recorded.
- Monitor pupils' attendance, punctuality and behaviour and raise these standards where necessary.
- Monitor the effectiveness of both individual learning and group sessions.

Learning mentor person specification

Qualifications and training	
Essential	Desirable
<ul style="list-style-type: none"> Competency in terms of qualifications or life skills equivalent to at least NVQ Level 2. A GCSE grade C or above in maths and English, or equivalent. 	<ul style="list-style-type: none"> A higher national diploma or suitable equivalent in a relevant field.
Skills and experience	
Essential	Desirable
<ul style="list-style-type: none"> Experience of working in school. A proven track record of relevant work with young people. ICT literacy. Ability to engage constructively with, and relate to, a wide range of young people and their families. An ability to work effectively with young people who are disengaged from school and learning. Ability to work effectively with teaching staff, school leaders and external agencies. 	<ul style="list-style-type: none"> Experience working with vulnerable and/or disadvantaged young people. Experience working with young people with challenging and/or complex behaviours. Training in a relevant field, such as education, mentoring, psychology or mental health. Experience in youth, community or social work.
Knowledge	
Essential	Desirable
<ul style="list-style-type: none"> An understanding of issues related to disadvantaged groups within the community. The ability to set targets for development and devise, implement and evaluate action plans. The ability to analyse problems and devise solutions. 	<ul style="list-style-type: none"> Knowledge of handling sensitive and confidential information. Knowledge of, and a commitment to, safeguarding young people.
Personal traits	
The successful candidate will be	
<ul style="list-style-type: none"> Committed to improving the lives and learning opportunities of young people. Good at communicating, both in written and spoken forms. 	

- Ready to participate in training and CPD.
- Excellent at listening and showing empathy.
- Professional, friendly, and able to act as a role model to pupils.
- Organised and able to demonstrate excellent time management skills.
- Able to work well under pressure and time restraints.
- Able to exercise flexibility in order to undertake changes in work priorities and practices.
- Able to remain calm and professional in difficult situations.
- Able to be resilient when facing challenges.
- Able to work collaboratively with other staff as well as demonstrate autonomy.

Additional requirements

The successful candidate will have

- Evidence of an enhanced DBS check, or willingness to undertake one.
- Suitable references from their previous employer or volunteer body.