

Job Description Learning Mentor

Hours: 8.00-4.00pm Monday-Friday, term time only.

Responsible to Director of The Bridge

Job Purpose

Be responsible for:-

- Working with, supporting and enabling students with additional behavioural needs to reach their potential

Key Areas

Support for Pupils

- Establish productive working relationships with pupils, acting as a role model.
- Support pupils with their learning both inside and outside of the classroom, especially in relation to literacy and numeracy
- Develop productive learning opportunities for pupils who need to be supported to access the curriculum due to their social/emotional/behavioural difficulties
- Develop and implement Behaviour/Support/Mentoring Plans.
- Manage and deliver pastoral support to pupils
- Undertake the supervision of pupils excluded from, or otherwise not working to, a normal timetable, eg seclusion
- Attend to pupil's personal needs and provide advice to assist in their social, health and hygiene development.
- Attend meetings as required, eg. KS3/4 panel meetings
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
- Challenge and motivate pupils, promote and reinforce self-esteem.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance, etc.

Support for Teachers

- Support the Director of The Bridge with transition, manage liaison with feeder schools and other relevant bodies to gather information on pupils with behavioural needs.
- Support pupils' access to learning using appropriate strategies, resources etc.,
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.

- Provide objective and accurate feedback and reports as required to other staff on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Manage record keeping systems and processes.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home-to-school community links.

Administration

- Be responsible for ensuring robust pupil tracking systems and records are maintained.
- Be responsible for the submission of relevant information to the SLT, the Governing Body and outside agencies as required.

Responsibilities

- Comply with 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 and support differences and ensure equal opportunities for all.
- Share expertise and skills with others.
- Contribute to the development and implementation of the overall ethos/aims of the school.
- Develop constructive relationships and communicate with other agencies/professionals.
- 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.
- Liaising with line manager to establish best working practices and ensure their implementation.
- Understand that keeping children safe is paramount in our school and that all employees must take responsibility for ensuring that any safeguarding concerns are quickly reported to the appropriate person.
- Undertake all safeguarding training required by the school.

Additional Duties.

- Any additional duties and responsibilities appropriate to the grade and level of responsibility of the post.

Learning Mentor

Person specification

Qualifications/experience

- At least GCSE grade C in English, Mathematics and Science
- Experience of working with young people (teenagers)
- Experience of working in a learning environment where teaching and learning takes priority (desirable, not essential)

Knowledge and Understanding

- Awareness of Health and Safety
- Awareness of school policies relating to Child Protection, Behaviour

Skills and Abilities

- Excellent interpersonal skills
- Adaptability
- Team participator
- Good communication skills: oral, written and ICT
- Ability to take the initiative
- Ability to mediate and resolve conflict
- Ability to deal with staff displaying symptoms of stress

Personal Qualities

- Enthusiasm and optimism
- Empathy with young people
- Sense of humour
- Patience
- Resilience
- Reliable: good timekeeping and attendance record
- High standards of professionalism
- Effective relationships with students, staff, parents
- Hard working and committed.
- Willing to go the extra mile