

**Learning Mentor**

**Name of School**

| Highfield Community Primary School |
| --- |

**School vision**

| At Highfield, we believe that all of our children have the right to achieve their full potential. They will feel safe and secure in a nurturing environment that inspires and promotes a life-long love of learning. |
| --- |

**Employment details**

| Job title: | Learning Mentor |
| --- | --- |
| Reports to (job title): | Senior Learning Mentor |
| Grade: | 6 |
| Car user | Essential |

| **Scope of role** |
| --- |
| Work in partnership with school colleagues to provide a personalised, whole family focussed response to meeting the needs of identified children, young people and families. Undertake direct work with children, young people and their families to overcome particular obstacles to learning including attendance. |
| **Main Activities** |
| 1. Liaise with teaching staff to assess and provide particular support to targeted pupils to raise achievement and enable them to overcome barriers to learning 2. Identify the needs and assess those pupils requiring extra support and support the development of individual action plans for targeted pupils 3. Work in a one-to-one relationship with targeted pupils to implement an action plan 4. Undertake home visits to keep parents/carers informed and secure positive family support 5. Monitor the implementation of plans and report on progress achieved, support the re-integration of pupils excluded from school or following an alternative timetable 6. Provide extra support to pupils through knowledge of a range of activities and opportunities available to them 7. Work with parents / carers to help address poor performance/attendance/behaviour 8. Help develop systems and strategies to improve attendance rates 9. Build positive working relationships in order to promote excellent attendance 10. Ensure all unexplained absences are accounted for 11. Monitor attendance and highlight patterns or issues 12. Monitor punctuality and liaise with parents/carers to address any concerns 13. Organise and contribute to meetings with parents, students and outside agencies to address poor attendance 14. Be responsible for organising a daily check of pupils at risk of truanting/persistent absenteeism 15. Work closely with senior leader link and key personnel, to target attendance improvement and put strategies in place that impact on improving attendance 16. Support the development of partnerships with external agencies/organisations to set up resources/initiatives to help address barriers to learning 17. Undertake support activities to respond to the unmet needs of families. Including undertaking early help assessments, developing smart action plans and delivering evidence based direct work interventions, to improve outcomes for children, young people and their families, working alongside other key partner agencies. 18. Work independently in response to the needs of families, and seek guidance and support when unsure, and/or to improve the quality of their interventions. 19. Identify opportunities for improving day to day procedures and processes, and discuss these with the Headteacher. 20. Maintain accurate records, presenting and accounting for their work with children, young people and families as required, in terms of quality assurance, audit and inspection processes. 21. Analyse attendance data to create intervention /priority lists 22. Attendance casework 23. To work within school policies and procedures. 24. To take care of their own and other's Health and Safety. 25. Develop a range of study support activities, such as homework clubs 26. Support the transition of pupils between phases 27. Supervise pupils excluded from class or those following alternative timetables 28. Contribute to the development of activities to encourage family involvement in the school. 29. Work with the DSL to ensure the school safeguarding policy is updated and reviewed annually. 30. Discuss with parents/carers, and if they are in agreement liaise and coordinate with colleagues and outside organisations to refer to Early Help as soon as a problem emerges. 31. Recognise how to identify signs of abuse and how to make a referral 32. Respond appropriately to disclosures or concerns relating to the well-being of a child 33. Refer allegations or cases of suspected abuse to the relevant investigating agencies, ensuring they have access to the most relevant up to date information 34. Ensure all interactions are logged accurately on CPOMS |

# **Person Specification**

**Post Title - Learning Mentor**

| **Requirements** | **Essential (E) or**  **Desirable (D)** | **To be identified by:**  **Application form (A), interview (I), reference (R)** |
| --- | --- | --- |
| **Qualifications**  Professional/academic level 3 qualification or equivalent or substantial experience in a relevant technical, specialised or operational field  Working at national occupational standards (NOS) for learning, and knowledge / skills equivalent to current national qualifications in learning, development and support services for children, young people and those who care for them at level 3 | E  D | A  A |
| **Experience**  Experience of, or the ability to demonstrate the competence to work directly with individual children, young people and families to identify and assess their needs and make appropriate planned responses to improve outcomes  Experience of working with a wide range of other professionals to develop and deliver shared initiatives for children, young people and families | D  D | A, I  A, I |
| **Knowledge and Skills**  Working knowledge and understanding of the work practices, processes and procedures relevant to Early Help  Empathy and sensitivity to the needs arising from a wide range of family dynamics  Good understanding of the developmental milestones of children and young people and the issues that affect them    Good analytical, assessment and critical reflection skills    Good written and verbal communication skills  Ability to influence others practice based on technical or professional expertise  Ability to build and maintain effective networks and relationships  Ability to work as member of a team  Ability to work without close supervision  Ability to interpret management information systems to ensure ongoing review of performance of teams and progress towards targets and objectives within the service | D  E  E  E  E  E  E  E  E  E | A, I  A, I  A, I  A, I  A, I  A, I  A, I  A, I  A, I  A, I |
| **Other**  Commitment to equality and diversity    Commitment to health and safety  Satisfactory attendance record/commitment to regular attendance at work  Commitment to safeguarding and protecting the welfare of children and young people  Commitment to undertake in-service development  To be aware of the confidential nature of issues related to home/pupil/teacher/school work. | E  E  E  E  E  E | I  I  R  A, I  A  A, I |
| **Note: We will always consider your references before confirming a job offer in writing** | | |