

Post title: Learning Mentor
(*term time only*)

Pay range: NJE Grade 3 (5-7) – £25,583-£26,403 FTE, £21,908-£22,610 pro-rata

Line manager: Learning Support Manager



Chilwell School

Main purpose of the job

- To work with children as part of a team under the overall direction of the learning support manager
- To foster the participation of pupils in the social and academic processes of the school by recognising individual pupils' needs, and identifying and implementing appropriate responses
- Encourage pupils to become more independent learners, and help to raise the standard of achievement and attainment for all pupils
- To carry out specified duties with individuals, groups or classes under the direction of the learning support manager
- To work flexibly across the school's learning support provision, including mainstream classrooms, the Emotionally Based School Avoidance (EBSA) provision and the Alternative Provision Unit (APU), providing tailored support to meet the diverse needs of pupils.

Duties and Responsibilities

Key duties

- Through effective learning strategies, support all pupils to participate in learning activities; this will involve being aware of pupils' needs, using appropriate equipment and materials, and modifying resources as necessary to support pupils to participate and progress
- Support pupils by having an awareness of individual needs, learning targets, and the relevant support required to assist pupils' development, offering encouragement and feedback, where appropriate
- Contribute to the implementation of an effective behaviour management strategy, applying it fairly and consistently within clear boundaries and reinforcing positive aspects of behaviour
- Provide some literacy and numeracy support to individuals and groups to enable them to access the wider curriculum, whilst monitoring progress and dealing with challenges as they arise
- To follow a structured timetable which offers a breadth of interventions, in-class support and keyworker sessions
- To aid the learning support manager in the delivery and monitoring of interventions and support through the plan, do, review framework
- To ensure an accurate log of impact
- Deliver targeted support and interventions for pupils accessing learning support, the EBSA provision and the APU, adapting approaches to meet individual academic, social, emotional and behavioural needs.
- Support the reintegration of pupils into mainstream lessons where appropriate, helping them to develop confidence, resilience, attendance and engagement with learning.
- Work collaboratively with teaching staff, pastoral teams, families and external agencies to support pupils who experience barriers to learning, attendance or engagement.

This job description is not necessarily an exhaustive list of duties but is intended to reflect the range of duties the postholder will perform. The job description will be reviewed regularly and may be changed in the light of experience and in consultation with the post holder.

This post is subject to an enhanced DBS criminal record check and an online search

Support for pupils

- Support learning activities for all pupils; being aware of stages of development, individual needs, and giving positive encouragement and feedback
- Give care and support for pupils by providing a safe and secure environment, responding to accidents, emergencies and following procedures
- Contribute to the safeguarding of all pupils by having an awareness of signs of abuse, an understanding of relevant procedure and protocol, and ensuring any concerns are addressed in a calm and sensitive manner
- Establish and maintain positive relationships with pupils by communicating effectively, allowing them to feel valued and listened to, and encouraging questions and ideas
- Support children and young people through transitions that occur in their lives, enabling them to manage them in a positive manner
- Contribute to the personal and intimate care of pupils
- Support pupils with behaviour, emotional and social development needs, and report any issues to the appropriate senior member of staff
- Provide support to pupils where English is not their first language
- Build key relationships with families and maintain contact with those that come under the learning support assistant keyworker students
- Build positive, trusting relationships with pupils who may present with anxiety, emotionally based school avoidance, social, emotional and mental health needs, or who access alternative provision.
- Use restorative and trauma-informed approaches to support pupils' emotional wellbeing, engagement and successful participation in school life.

Support for the teacher/line manager

- Contribute to maintaining accurate pupil records, following relevant procedure and ensuring confidentiality at all times
- Working alongside the class teacher, ensure the learning environment, learning resources and materials are ready for use in activities whilst recognising and minimising potential hazards and making adjustments where necessary
- Develop positive relationships with families, taking a partnership approach so that support is provided both at the school and at home, and sharing information where appropriate
- Escort and supervise pupils on educational visits and out of school activities

Support for the curriculum

- Support pupils to understand instructions
- Support pupils in using ICT within the classroom environment to support and promote learning in ways that are stimulating and enjoyable according to age, needs and abilities
- Accompany staff and pupils on visits, trips and out of school activities

Support for the school

- Develop and maintain effective working relationships with other practitioners, drawing on their strengths and expertise to best support teaching and learning
- Willingness to keep up to date with professional practice by maintaining an understanding of the requirements of the role and individual responsibilities
- Develop and maintain effective working relationships with other practitioners across learning support, pastoral, EBSA and alternative provision teams, drawing on their strengths and expertise to best support teaching, learning and pupil wellbeing.

Professional development

- Regularly review the effectiveness of your deployment and its impact on pupils' progress, attainment and wellbeing, and responding to advice and feedback from colleagues
 - Be responsible for improving your practice through training and development opportunities identified by the school, or as developed as an outcome of your professional targets
 - Participate in training, learning activities and professional development
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Person Specification – Learning Mentor		
	Essential	Desirable
Qualifications and Training		
Good general education, including GCSE maths and English, grade C or above	✓	
Qualification relating to working with children/in education		✓
First aid training		✓
Experience		
Experience of working within an education setting or equivalent		✓
High quality communication with pupils of all abilities	✓	
Evidence of working with children and young people, including children with SEND and from a range of backgrounds		✓
Relevant experience of building positive relationships with all stakeholders and families		✓
Use of ICT including Excel, Microsoft Office and Google workspace		✓
Skills and Abilities		
Excellent communication skills	✓	
Ability to assist with transition between phases both inside and outside school	✓	
Co-operative and positive, with the ability to work hard under pressure while maintaining a professional attitude	✓	
Adaptable, open to change, and willing to take on challenges with enthusiasm	✓	
Ability to prepare differentiated learning materials in support of effective teaching and learning	✓	
Ability to organise classroom resources and maintain pupil records	✓	
Ability to liaise effectively with teaching staff to support pupil progress	✓	
Knowledge		
Knowledge and understanding of the statutory framework in subject areas and phases supported		✓
Knowledge of National Curriculum and how this is applied to planning, preparation and delivery of learning abilities		✓
Ability to manage and direct own workload to meet deadlines, and maintain a good work/life balance	✓	
Understanding of the range of complex needs that young people may have accessing education, and a knowledge of a range of approaches to cater for different learning styles and barriers to learning		✓
Awareness of safeguarding issues	✓	
Equal Opportunities		
Understanding of different social backgrounds of pupils	✓	
Full commitment to community cohesion and inclusion	✓	



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