Post title Learning Mentor

Salary and grade: NJC22-26

Main purpose of the job:

To provide and manage, support and guidance to children, young people and those engaged with them, by removing barriers to learning to promote effective participation, enhance individual learning, raise aspirations and achieve full potential.

Key duties and responsibilities

Provide a complementary service that enhances existing provision to support learning, participation and encourage social inclusion

1. Assist children and young people to make a successful transfer between schools/services and transition at key stages in their learning.
    a. Take a lead in the identification of the support needs of individual children and young people at the point of transfer between schools or services and transition between the different phases of their education and learning.
    b. Be responsible for the speedy and effective transfer of information within and across schools or services and settings.
    c. Take a lead role in the continuity of support to children and young people throughout the process of transfer and transition including participation in summer schools.
2. Contribute to the comprehensive assessment of children and young people entering schools or services and the review of their progress and achievements.
    a. Contribute to the overall assessment of children and young people entering or returning to school to identify learning mentor needs.
    b. Work closely with others to achieve a full and shared understanding of the needs of individual children and young people and contribute to target setting.
    c. Contribute to the identification of existing and potential barriers to learning and progress and facilitate access to appropriate forms of mentoring support to overcome them.
3. Contribute to the identification of barriers to learning for individual children and young people and provide them with a range of strategies for overcoming the barriers.
    a. Work with the SENCO and/or senior leadership team to ensure the needs of looked after children, gifted and talented children and those with special educational needs are met.
    b. Identify the barriers to learning in relation to behaviour, motivation, aspirations and academic achievement
    c. Respond to identified barriers to learning by providing access to learning mentor support for all children and young people
    d. Take a lead role in the development of individual and group programmes to support children and young people to learn more

effectively including the responsibility for delivery of out of school study support and activities.

e. Take a leading role within the school, under the direction of the Headteacher, in the development and delivery of extended services for the school and the community.

Develop and maintain effective and supportive mentoring relationships with children and young people and those engaged with them

4. Establish and develop effective one to one mentoring and other supportive relationships with children and young people.
   a. Develop mentoring relationships which motivate, challenge and empower children and young people to further learning
5. Develop, agree and implement a time bound action plan with groups and individual children and young people and those involved with them based on a comprehensive assessment of their strengths and needs.
   a. Collect information, contribute to its assessment and review the outcomes of information gathering with others
   b. Review assessment outcomes with the individual child or young person and consider alternative support options
   c. Set targets, agree and record a plan of action with outcomes, review points and an exit strategy
   d. Work with the young person on specific aspects of need through a range of strategies and structured interventions
   e. Monitor progress of individual children and young people against mutually agreed objectives at regular intervals and set new targets if appropriate including agreement on exit strategies.
6. Facilitate access to specialist support services for children and young people with barriers to learning.
   a. Identify appropriate support services within and outside the school or service and negotiate their possible role with the child or young person
   b. Facilitate contact with the relevant agency and support the child or young person through the process
   c. Monitor and record the effectiveness of the referral with both the agency and the child or young person on a regular basis and agree any further involvement.
7. Assist in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement.
   a. Contribute to the monitoring of attendance and support action to tackle low attendance including development of initiatives to reduce absence.
   b. Contribute to data analysis and tracking which helps to identify early signs of disengagement
   c. Assist in the identification of those children and young people at risk of early exclusion from mainstream provision, establish the individual reasons for potential exclusion and assist in the development of programmes which promote social inclusion
   d. Help identify personal, community, family and school based issues which are having an adverse effect on individual children and young people

e. Contribute to the development and delivery of programmes which assist children and young people to develop positive attitudes towards themselves and others, encourage enhanced motivation, self esteem and educational achievement.

8. Operate within legal, ethical and professional boundaries when working with children and young people and those involved with them.
   a. To undertake the role of Deputy Child Protection Liaison Officer
   b. Maintain appropriate professional boundaries in all contacts and support of children, young people, their families and carers
   c. Follow agree reporting and case review procedures involving colleagues and line managers as required
   d. Maintain the health, safety, protection and well-being of children and young people throughout the mentoring process
   e. Promote the child's or young person's equality, diversity, rights and responsibilities

Work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to children and young people

9. Develop and maintain appropriate contact with families and carers of children and young people who have identified needs including Looked After Children.
   a. Establish and develop appropriate contact and rapport with families and carers and involve them in the support process
   b. Identify the information needs and support needs of families and carers and facilitate access to appropriate provision to support the child's/young person's learning
   c. Involve families and carers in setting targets and planning courses of action to support achievement and agree with them how progress will be monitored and recorded
   d. Keep families and carers informed of the individual action plans to support and encourage their active participation in the process
   e. Provide regular opportunities to monitor the progress of individual children and young people and help empower families and carers to resolve issues they may have.
   f. Review and agree the continuing role of families and carers in the support of children and young people and how progress will be monitored and recorded
   g. Establish and deliver parental support groups and ensure parenting strategies are implemented in school.
10. Negotiate, establish and maintain effective working partnerships with other agencies and individuals to address needs and help remove barriers to learning for children and young people.
   a. Support the effective gathering, collation and exchange of information between individuals and agencies.
   b. Work closely with others in the school or service to set targets, agree action and evaluate outcomes.

c. Develop and maintain a comprehensive network of support agencies, individuals and opportunities which can assist children and young people.

11. Contribute to the identification and sharing of good practice between individuals and partner agencies to enhance mentoring provision.
    a. Network with other Learning Mentors and share best practice.
    b. Attend meetings within the Service District as required to contribute to the development of policies, procedures and activities.

Promote learning mentor provision and raise standards of service

12. Contribute to the development of policies and practices which will promote social inclusion, engagement and educational achievement.
    a. Ensure policies in relation to health and safety, child protection and ethical practice are implemented and any issues raised with the appropriate person.
13. Contribute to the promotion, monitoring and evaluation of learning mentor provision across schools and services.
    a. Contribute to partnership and Service District plans ensuring school or service views are represented
    b. Contribute to the development and implementation of quality standards for the delivery of learning mentor provision across schools.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding

Nexus MAT is committed to safeguarding and promoting the welfare of children and young people. The highest priority must be given to following the guidance and approaches to safeguard children and follow all safeguarding procedures outlined by the MAT and member schools.

Person Specification

		Essential	Desirable
Qualifications	Minimum: NVQ Level 2 qualification e.g. GCSEs Grades 4-9, or evidence of the equivalent level of knowledge gained through work experience	•	
	Safeguarding training		•
	Team Teach or equivalent		•
	Valid UK Driving Licence	•	
Experience	Experience of working in a school setting		•
	Relevant experience to the Learning Mentor role		•
	Experience of working in the education system and working with multi-agency partners		•
	Experience of supporting students and families	•	
Knowledge and Skills	Understanding of students' needs to support them effectively by personalised and differentiated learning.	•	
	Understanding of special educational needs and associated social, emotional and behavioural impact	•	
	Knowledge of issues and needs that affect behaviour and strategies to support.	•	
	Knowledge of the range of ways that students learn and how to motivate them.	•	
	Full working knowledge of relevant safeguarding, confidentiality, equality and health and safety policies, codes of practice and legislation	•	
	Full understanding of the range of multi-agency support	•	
	An understanding of the legislation around supporting families and attendance in schools	•	
Skills and Abilities	Ability to relate well to children and adults and to build positive relationships	•	
	Ability to develop and use a range of strategies to support reluctant engagement and attendance	•	
	Ability to use a range of strategies to support positive behaviour	•	
	Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these.	•	
	Ability to deliver pre-planned programmes of work to children using personalised strategies to support reluctant learners to engage and achieve learning goals/objectives.	•	
	Ability to develop and deliver CPD for other staff	•	

		Essential	Desirable
	Able to demonstrate attention to detail	•	
	Ability to respond calmly and use initiative, responding effectively to unexpected or unplanned situations or reactions throughout the school day.	•	
	Able to manage a demanding workload and meet deadlines	•	
	Ability to demonstrate sensitivity to the student needs	•	
	Ability to provide clear expression and use correct English both verbally and in writing	•	
Equal Opportunities and Safeguarding	An understanding of safeguarding issues and promoting the welfare of children and young people	•	
	A commitment to safeguarding students	•	
	Suitability to work with children	•	
	A commitment to equal opportunities	•	
	Ability to recognise discrimination and willingness to put Equalities Policies into practice	•	