Saltaire Primary School
- ENJOY ACHIEVE THRIVE -

Outline Job Description

POST TITLE:	**LEARNING MENTOR**
POST REF:	**LEARNING MENTOR JANUARY 2027**
GRADE:	**BAND 7, SCP 11 - 17**

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.

2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.

3. This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.

4. This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

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PRIME OBJECTIVES OF THE POST:

To remove barriers to learning by working as part of a team and developing good relationships with children, parents and partner agencies. To provide additional support to raise pupil achievement and understand the needs of pupils who are or may become disaffected. To liaise between home and school and to work with parents and help targeted pupils whose learning may be at risk due to a variety of circumstances. To establish and supervise out of hours learning provision.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

KNOWLEDGE AND SKILLS:

(See Personnel Specification)

EFFORT DEMANDS:

- Make decisions using initiative where appropriate within established working practices.
- Use good common sense and initiative when dealing with the conduct and behaviour of individuals, groups of pupils and whole classes; the correct use and care of materials by individual and small groups of pupils and the safety, mobility (if required) and hygiene and well being of the pupils.
- May be required to have some periods of sitting or standing and or pushing/pulling.
- Able to work to deadlines.
- Able to concentrate and have attention to detail.
- Able to manage conflicting priorities.
- Give consistent support to the children whilst recognising and responding to their individual needs.
- Deal with any issues that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick or distressed child.
- Report any safeguarding concerns that arise in line with school policy and procedure to the designated officer.

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RESPONSIBILITIES:

- Will identify existing and potential barriers to learning and jointly engage strategies to overcome these barriers.
- Will have an impact on the well-being of individuals or groups of people through providing them with a service.
- Will be responsible for individual pupils and groups of pupils both within and outside school.
- Will ensure the safety and welfare of pupils in and out of school.
- Will not be required to supervise or manage any other employees.
- The jobholder may have some responsibility for financial resources as they will be required to handle or process small amounts of cash, cheques etc.
- Will maintain the confidential nature of information relating to the school, its children and their families.
- Will take responsibility for physical resources by organising and managing an appropriate learning environment and resources.
- Will liaise closely with school staff and other relevant workers e.g. Education Social Work service.
- Will assist in identifying those pupils who would benefit most from a Learning Mentor and, working with others, draw up and implement an action plan for each pupil who needs particular support; continually assessing its effectiveness and appropriateness.
- Will develop a range of mentoring relationships with pupils needing particular support and aimed at achieving the goals defined in the action plan.
- Will maintain regular contact with families/carers or pupils in need of support, to keep them informed of the pupils needs and progress, and to secure positive family support and involvement.
- Will work closely with the SENCO and the senior member of staff responsible for gifted and talented children and those with special needs.

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- Will network with other Learning Mentors and share best practise.

- Will support, uphold and contribute to the development of the school's policies and procedures.

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.

- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.

- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.

- Report all concerns to an appropriate person .

<u>Fluency Duty</u>

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level

<u>Intermediate Threshold Level</u>

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

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SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.

- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.

- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.

- Be able to perform all duties and tasks with reasonable adjustments, where appropriate, in accordance with the Equality Act.

- Must be legally entitled to work in the UK.

PERSONNEL SPECIFICATION:

	ESSENTIAL (E) / DESIRABLE (D)
EXPERIENCE:	• Recent relevant experience of working with children (E). • Experience of multi-agency working (D). • Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level (E)
QUALIFICATIONS/ TRAINING:	• Social work, youth work, counselling, teaching or mentoring qualification and/or experience (D). • Experience of multi-agency working and sharing information including the use of electronic systems that support integrated working (D).
KNOWLEDGE/ SKILLS:	• Will have knowledge of the Authorities relevant policies and procedures (E).

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	• Will have knowledge of relevant legislation (E). • Will have knowledge of the development of children and their needs (E). • Will work in a flexible way (E). • Will apply problem solving skills within a framework of existing working practices (E). • Will communicate effectively with a range of adults and young children (E). • Will be literate and numerate and be able to produce comprehensive action plans and reports (E). • Will have knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for pupils (D). • Will be ICT literate (E). • Will have knowledge of the development of children and their needs (E). • In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level (E).

PACT HR USE ONLY:

COMPILED BY:	C Coton; A Millington
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