



# LEARNING MENTOR Key Stage 4 (Years 10 & 11) - ROLE SPECIFICATION

<b>Job Title:</b>	<b>Learning Mentor</b>
<b>Grade</b>	<b>Grade 5 point 17- £8,781 (actual starting salary for days and hours worked) rising to £8,956 by incremental progression.</b>
<b>Hours:</b>	<b>20 Hours, 5 days a week with unpaid Breaks Term Time Only</b>
<b>Reporting to:</b>	<b>Assistant Headteacher</b>
<b>Location:</b>	<b>Downlands Community School</b>

## MAIN PURPOSE OF THE ROLE:

1. To provide support and guidance to children, young people and those engaged with them by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential, reduce truancy and exclusions.
2. To provide a complementary service that enhances the existing provision in order to support learning, participation and encourage social inclusion by developing and maintaining effective and supporting mentoring relationships with children, young people and those engaged with them.
3. To 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.

## KEY ACCOUNTABILITIES

The post holder will be expected to work as directed to undertake tasks to fulfill these responsibilities

<b>Accountability</b>	<b>Activities and Tasks</b>
<b>Role Purpose 1 and 2</b>	<ul style="list-style-type: none"> <li>• To facilitate children and young people's learning and development through mentoring by identifying learning and development needs, planning for how these needs will be addressed through mentoring and reviewing the effectiveness of mentoring.</li> <li>• To 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.</li> <li>• To support children and young people's successful transfer and transition in learning and development contexts.</li> <li>• To assist in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement.</li> </ul>

	<ul style="list-style-type: none"> <li>• To contribute to the protection of children and young people from abuse.</li> <li>• Under the direction of the Head of Learning Support (or another senior member of staff) to meet with the families and carers of children and young people who have identified needs and to keep them informed about the pupil's needs and progress, and to secure positive family support for the pupil.</li> <li>• To maintain accurate records of planned and proposed strategies</li> <li>• If appropriate, mentor pupils in the Science department</li> </ul>
<p><b>Role Purpose 3</b></p>	<ul style="list-style-type: none"> <li>• To facilitate access to specialist support services for children and young people with barriers to learning.</li> <li>• To attend network meetings with other posts in different schools and contribute to the identification and sharing of good practice between individuals to enhance mentoring provision.</li> <li>• To operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them.</li> <li>• To meet regularly with the designated line manager to report on progress of identified pupils.</li> <li>• To liaise closely with the staff in school to ensure that everyone understands and supports the strategies being used by the Post holder to develop the pupils' skills for learning and learning behaviours.</li> <li>• To work closely with other identified members of staff.</li> </ul>
<p><b>Other</b></p>	<ul style="list-style-type: none"> <li>• To attend training and professional development sessions.</li> <li>• To review own contribution to the school.</li> <li>• To work within and encourage the school's Equal Opportunity Policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.</li> <li>• To undertake other duties, appropriate to the post, as may be required from time to time.</li> </ul>

***This role specification contains an outline of the jobholder's principal accountabilities and is not intended to be exhaustive. It will be reviewed with the jobholder annually in Performance Review as necessary, in consultation with the Governing Body.***



## PERSON SPECIFICATION

QUALIFICATIONS, TRAINING and EXPERIENCE	KNOWLEDGE SKILLS and ABILITIES
<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• A good level of literacy and numeracy skills with a level of qualifications which would allow mentoring of pupils working towards GCSEs.</li> <li>• Willingness to undertake further training</li> <li>• Experience of working with children and young people, taking a keen interest in supporting their learning, welfare and achievements either in a paid or voluntary capacity (as a teacher or play/youth worker, for example)</li> <li>• A commitment to safeguarding and promoting the welfare of children and young people</li> </ul> <p><b>Desirable:</b></p> <ul style="list-style-type: none"> <li>• Experience of working in a school, college, youth or social work setting.</li> <li>• Experience of helping children and young people to find out and use services and facilities.</li> <li>• Relevant qualification in education, social work, nursing or similar profession e.g. NNEB, BTEC, PGCE, CQSW.</li> <li>• Evidence of relevant training and/or professional development.</li> <li>• Knowledge and experience of working with multiple support agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to establish and develop effective one to one mentoring and other supportive relationships with children and young people.</li> <li>• Ability to provide a good role model to children and young people and a commitment to helping children and young people achieve their potential.</li> <li>• Knowledge and understanding of child protection and health and safety practices and procedures.</li> <li>• Good listening skills and the ability to communicate effectively with children and young people, families, school staff and a range of other professionals.</li> <li>• Knowledge and awareness of issues and factors related to underachievement and barriers to learning and participation.</li> <li>• Ability to exercise initiative, work independently and take responsibility for the delivery of a programme.</li> <li>• Ability to work flexibly.</li> <li>• Ability to operate within networks.</li> <li>• Ability to work effectively in a team and to work with individuals, institutions and organisations.</li> <li>• Ability to communicate well through a variety of means, verbally, in writing and electronically.</li> <li>• Understanding and awareness of equal opportunities, experience of strategies to promote equality of opportunity and a commitment to work within the School's Equal Opportunities Policy.</li> </ul>



## Further Details:

Downlands is a successful, oversubscribed 11-16, mixed comprehensive school with approaching 1200 pupils. Full details about the school can be found on our website under "Information Vacancies" – General information for Applicants

Learning Mentors provide one to one intervention to support pupils who are not making the expected progress towards achieving their academic potential in a variety of subjects. These difficulties might range from a lack of study skills or personal organisation to more complex social and welfare issues. They need to be able to build a strong rapport with pupils of all abilities and social backgrounds. Close liaison with teachers and sometimes parents and outside agencies is essential. Careful organisation and planning of intervention is an important part of the job. A level of qualification which allows the mentoring of pupils working towards GCSEs is essential.

**Applications** should be made on a West Sussex application form for support staff which can be downloaded from the School website under "Information – Vacancies". Applications should be emailed to: [mhill@downlands.org](mailto:mhill@downlands.org)

Applicants who are short listed for interview should be aware that references may be taken up before interview unless it has been indicated on the application that you **do not** want us to contact your referees without letting you know first.

Please note that, because of the nature of this job, if you are successful in your application, you will be subject to a criminal record check from the Disclosure and Barring Service. This will be done by means of applying for an "Enhanced Disclosure". Disclosures include details of cautions, reprimands or final warnings as well as convictions, spent or unspent.

The job will be offered subject to satisfactory references, criminal record, qualifications and health checks.

**Start date:** As soon as possible in March/April

**The closing date for applications is midday on Friday 20<sup>th</sup> March.** Interviews are expected to be Thursday 26<sup>th</sup> March. Applicants who have not heard from us by the Monday 23<sup>rd</sup> March should assume they have not been successful on this occasion

All communication will be by email or telephone. Questions about the post and the application, selection and appointment process should be directed to our HR Officer, Mark Hill. Email: [mhill@downlands.org](mailto:mhill@downlands.org). or telephone 01273 845 892 Ext 269 or direct line 01273 84 77 34

Thank you for your interest in the post.