WARWICKSHIRE COUNTY COUNCIL

Water Orton Primary School

Note: These are broad descriptions of the types of duties/activities expected at this level, for illustrative purposes. They are not intended to provide an exhaustive list of duties.

POST TITLE: LEARNING MENTOR – Level 1 JEID REF: S0066

POST LEVEL: Band G

BROAD DESCRIPTION:

Works in a multi-agency/multi-professional context, to contribute to raising standards of attainment, improving attendance, reducing exclusions and maintaining good behaviour, by providing a complementary service (to that provided by teachers and pastoral staff) to address the needs of pupils needing help and support to overcome barriers to learning, both inside and outside school, to achieve their full potential.

To support the local community by developing services and links for such support.
Contribute to the school's statutory duty to safeguard and promote the welfare of children.

Responsibility for people (other than employees supervised/managed): The post has considerable impact on the well-being of individuals or groups both directly and through its contribution to the development of policies which have a direct impact on pupils.

Responsibility for staff: The post has some responsibility through advising, guiding, directing and co-ordinating the actions of other staff.

Responsibility for budget: The post has no direct responsibility for financial resources other than occasionally handling small amounts of cash, processing cheques, invoices etc.

Responsibility for physical resources: The post has some responsibility for physical resources in terms of record keeping and the maintenance of data.

TYPICAL TASKS, DUTIES AND RESPONSIBILITIES

Operating within agreed legal, ethical and professional boundaries to:
Support learning, participation and encourage interaction through:

- Working collaboratively with teachers, pastoral staff, SENCOs, education social workers and other agencies to identify pupils with barriers to learning to ensure they receive appropriate support
- Assisting and supporting children in making successful transfer between educational establishments and transition at key stages of their learning, ensuring effective transfer of pupil information
- Contributing to the assessment of children entering educational establishments and reviewing their progress and achievements

Contributing to the identification of barriers to learning for individual children and providing them with a range of strategies to overcome them

Planning and leading lunchtime club activities for the improvement of pupil's behaviour and co-operation.

- Establish and maintain effective and supportive relationships with pupils and those engaged with them (eg parents/carers) through:
    - Developing and maintaining effective and positive 1:1 mentoring and other supportive relationships with pupils
    - Establishing and maintaining appropriate contact with families/carers of pupils with identified needs to secure positive family/carer involvement and support
    - Facilitating access to specialist support services for pupils with barriers to learning
    - Establishing and maintaining good relations and effective working partnerships with other agencies/services to ensure pupil needs are met in an integrated way
    - Developing, agreeing and implementing action plans with individual pupils and those involved with them
    - Assisting with early identification of disengagement and contribute to interventions to encourage re-engagement
    - Sharing good practice between individuals and partner agencies to enhance mentoring provision.
    - Act as lead professional in supporting a nominated pupil or family.
    - Be a named contact for parents to approach as needed.
- Develop and establish links and liaise with other agencies/providers and the wider community to ensure pupils/parents are aware of and have access to services provided. Contribute to the development and co-ordination of different forms of support (e.g. parent support sessions, volunteer mentors).
- Attend case conferences
- Undertake relevant administrative processes, eg maintain records, collect and analyse data, set up systems for evaluating the impact of the support given.
- Network with LMs in other schools to identify and share best practice.

QUALIFICATIONS, TRAINING AND LIKELY ABILITIES

- A relevant qualification in working with children at NVQ level 4 or equivalent
  OR Qualification to NVQ 3 and considerable experience in working with young people in a relevant environment e.g. youth work, health service or social work
- Minimum of GCSE (or equivalent) English and Maths at grade A - C
- Have undertaken training in behaviour management & child protection
- Have undertaken Early Help training (desirable)
- Mentoring qualification (desirable).
- Experience of working with young people in a relevant professional environment (education, youth, health, social work)
- Experience of providing individual support to young people and ability to negotiate targets
- Experience of working with outside agencies
- Evidence of understanding young people's emotional and educational needs
- Evidence of knowledge and understanding of youth culture
- Experience of working in an education setting
- Knowledge of behaviour management strategies
- Able to and experience of taking responsibility, working on own initiative and making decisions
- Display commitment to the protection and safeguarding of children and young people
- Value and respect the views and needs of children