

Learning Mentor

Responsible to: Headteacher/ Assistant Headteacher

Purpose of role:

- To work effectively with pupils, parents/carers, school staff and partnership agencies, in order to achieve optimum attendance and punctuality of all pupils.
- To address identified barriers to learning, for targeted pupils, (for example, those entitled to pupil premium funding) to enable and empower them to achieve their full potential in school.
- To inform and empower families to access resources and engage with the school and other agencies to benefit their children's education and well-being.
- To work with pupils experiencing health, social, emotional and behavioural difficulties and their families so that they can participate fully in home and school activities and work towards achieving their potential.

Main Duties and responsibilities:

Attendance and Punctuality

- To advise and support families to achieve optimum school attendance and punctuality
- To contact the parents/ carers of any child who is absent without explanation each morning and act accordingly, in line with the SIIS attendance procedures.
- To communicate clearly to parents and carers, the SIIS attendance procedures and expectations of attendance at the school.
- Monitor and track whole school attendance and punctuality, sending out attendance letters and lateness letters and meeting with parents/carers, where appropriate.
- Collate attendance data to enable identification and tracking of pupils experiencing low attendance or poor punctuality and produce a half-termly summary report.
- Keep an accurate, concise record of all telephone conversations and face to face meetings with parents/carers.
- Develop and maintain links with parents/carers, pupils, and partnership agencies, such as the Education welfare officer, early help hub and school nursing service.
- Schedule and attend meetings with those parents/carers identified as needing support.
- Record and report back to the Head teacher/ Assistant head teacher the outcome of all meetings attended.
- Liaise with the Headteacher/Assistant Headteacher to share information about the impact of attendance and punctuality on pupil's' progress
- Make timely referral of pupils and families to the early help hub, in liaison with the Headteacher and where a need is identified.

- Liaise closely and communicate clearly with appropriate staff members and other partnership agencies, for the appropriate gathering of and, where appropriate, sharing of relevant information, which may be of a highly confidential and delicate nature.
- To contribute to/compile an attendance plan as part of the school improvement plan.

Learning mentor

- To provide a point of contact and support for parents with concerns about their child's emotional, social or physical wellbeing
- Work with children identified by SLT in need of additional support to overcome barriers to learning, both inside and outside of school.
- Liaise with teaching staff to provide particular support to targeted pupils, with the aim of enabling them to overcome barriers to learning.
- Work effectively as part of a team, with other members of school staff, to accurately assess the needs of each targeted child.
- Support the development and implementation of individualised action plans for targeted pupils
- Design and implement supportive interventions (e.g. emotional, social, behaviour support) for individuals and small groups of children and monitor the impact of these
- Develop 1:1 relationships with pupils requiring targeted support, to address points raised in an action plan, through engaging them in activities and opportunities
- Undertake home-school liaison activities, which, where appropriate, may include home visits, in order to keep those parents/carers unable to attend school due to illness or disability, informed and engaged.
- Maintain accurate records and prepare written reports.
- Support with transition arrangements for pupils entering/leaving the school.
- Liaise with external agencies, such as health professionals and attendance improvement officers to support pupils.

General

- To be fully aware of and work within all safeguarding guidelines, keeping the Headteacher and DSL's informed at all times
- To undertake training commensurate with the post.
- To take a responsible attitude to health and safety, and have due regard to own personal safety and the safety of others.
- Support and uphold the school's Equal opportunities, Race equality and disabilities equality, in line with SIIS Policies.

The duties above are neither exclusive nor exhaustive, and the post holder may be required to carry out appropriate duties by the Head Teacher, within the context of the post, skills and goals.

The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures, as agreed by the governing body.

We take our child protection responsibilities seriously and are committed to safeguarding, promoting the welfare of children and of valuing diversity. All employees are expected to behave and to carry out their duties with due regard to these responsibilities at all times.



Person specification

Shortlisting for interview will be based on how well the candidate indicates in their application that they meet the shortlisting criteria.

	Essential	Desirable	Method of assessment
Training and Experience	<ul style="list-style-type: none"> • Maths and English GCSE or equivalent • Working with primary-aged children • Working with families, parents and carers 	<ul style="list-style-type: none"> • Evidence of relevant further or higher education such as Level 3 NVQ in a related field, such as child care, youth work. Social care, health or education • Working with children with Special Educational needs • Working with children with social, emotional or behavioural needs • Working in partnership with a range of agencies • First Aid qualification • Full driving license 	Application form Interview
Knowledge, skills and understanding	<ul style="list-style-type: none"> • Knowledge of the fundamentals of child development • Understanding of issues related to social exclusion • Awareness of safeguarding procedures and issues • Awareness of confidentiality and associated issues • An understanding of emotional health and its impact on learning • Ability to express oneself clearly and concisely 	<ul style="list-style-type: none"> • Awareness of the importance of strong attachments • Knowledge of appropriate resources available to support families and children • Knowledge of current data protection legislation (GDPR) 	Application form Interview



Personal Skills	<u>Ability to:</u> <ul style="list-style-type: none"> • Work and communicate effectively with colleagues • Establish good relationships with pupils, whilst setting appropriate boundaries • Work creatively with pupils to identify strengths and targets for development • Draw up action plans to meet targets • Demonstrate empathy, effective communication and listening skills, when dealing with pupils, colleagues, parents and carers • Demonstrate a positive attitude to working with challenging pupils • Negotiate effectively with others such as families and support agencies • Maintain a sense of humour • Be flexible and positive in approach • Keep calm under pressure 	<u>Demonstrate:</u> <ul style="list-style-type: none"> • a willingness to undertake training • good administrative skills, including report writing and IT skills 	Application form Interview
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