

Job Description

Job Title:	Learning Mentor (Maternity Cover)
Reference:	
Reports to:	Upper School SENCO
Responsible for:	No line management
Salary range:	Academy Band D £22,595.00 (£19,759.74 pro-rata)
Contract:	Full time, term-time only,

Main purpose of the role:	
Main duties:	<ol style="list-style-type: none"> 1. Learning Mentors will be expected to work effectively with individual students and/or small groups under the direction and supervision of a class teacher. They will contribute to, and need to demonstrate skills in, planning, monitoring, assessment and class management. 2. To support the work of the Senior Leadership Team and Year Leaders on a daily basis in terms of the academic progression of the pupils and students in the Academy. 3. To develop a sound understanding of the Academy curriculum, as well as fulfilling their specific allocations. Learning Mentors report to the Vice Principal – Teaching & Learning and will work closely with Assistant Principals at all stages of intervention. 4. To develop and implement personalised action plans for groups and individual students based on a comprehensive assessment of their strengths, needs and strategies for overcoming barriers to learning e.g. behaviour, motivation, aspirations and academic achievement. 5. To monitor the progress of individuals at regular intervals and set new targets when appropriate. To formulate and regularly review three month plans for students who are underachieving or who exhibit specific barriers to learning. 6. To assist students in making the transition between KS2/3, KS3/4, KS4/5, KS5/Higher Education where appropriate. 7. To be available to staff as a resource for Controlled Assessment periods across all Departments. 8. To provide targeted literacy and numeracy support on a 1:1 or smaller group work where appropriate. 9. To provide support to Independent Study sessions, as well as run homework clubs or interventions before and/or after school in collaboration with other Learning Mentors.

	<p>10. To be present at meetings that discuss the impact of student interventions, the progression of students and other information as directed by the Director for Inclusion.</p> <p>11. To complete or undertake, to the standard required, any other tasks or duties as required by the Senior Leadership Team.</p> <p>12. Undertake any other duties, which from time to time may be required and be relevant and commensurate with the role, as deemed necessary by the Principal.</p>	
	Essential	Desirable
Qualification	<ul style="list-style-type: none"> • A*-C GCSE Maths and English or equivalent; • Evidence of Continuing Professional Development relevant to the role. 	<ul style="list-style-type: none"> • Hold a good honours degree or equivalent and a recognised teaching qualification (e.g. PGCE); • QTS/QTLS
Experience	<ul style="list-style-type: none"> • Experience of supporting pupils/students of differing abilities and backgrounds. • Experience of working with children with complex needs. 	<ul style="list-style-type: none"> • Have successfully used strategies to improve pupil/student achievement. • A proven knowledge of the current national curriculum agenda and a strong understanding of the curriculum offering and personalised approaches to learning. • Experience working with children with social, emotional and behavioural needs and knowledge of and experience of working with external agencies and voluntary groups. • Have experience of implementing a variety of de-escalation strategies in challenging situations involving young people. • Positive behaviour strategy knowledge and experience of

		helping children self-regulate emotions
Skills	<ul style="list-style-type: none"> • The ability to provide appropriate levels of challenge so that pupils make good progress and achieve beyond their potential • Ability to secure high standards of behaviour by motivating, encouraging and engaging pupils • Ability to develop in pupils the skills to work independently and collaboratively • Demonstrable ability to build effective working relationships with a range of colleagues and stakeholders, including parents/carers, teachers and external professionals. • Demonstrable ability to communicate effectively in both oral and written form - for writing learning and support plans, reports on pupil/student progress, and training and guidance for staff. • Creative and innovative. • Excellent facilitation and presentation skills suitable up to and including senior managers. • Data and IT literate with good IT skills. • Excellent organisation and time-management skills - needed for prioritising and balancing a busy and varied workload. • Empathy and emotional intelligence - in order to recognise and be sensitive to the needs of pupils/students and parents. • Analytical and problem-solving skills - necessary for analysing school, local and national data and developing appropriate strategies and interventions. 	
Qualities	<ul style="list-style-type: none"> • Able to confidently liaise with senior colleagues including in formal settings. • Confident in operating flexibly and pragmatically in the face of shifting expectations and pressures. • Personal and professional authority and resilience. • Able to credibly challenge established assumptions and ways of working and make a valuable contribution to influencing organisational culture. • Empathetic, tactful and diplomatic. • Solution focused, working collaboratively and collegially with colleagues and stakeholders. • Excellent inter-personal skills. • A willingness and ability to develop specialist knowledge and keep up to 	

	date with local and national policy and developments.
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