



**Name:**

**Job Description:** **Learning Mentor/Cover Supervisor**

**Grade:** BCAT 6

**Employed for:** Full Time Term Time + 1 SDD (37 hrs per week)

**Hours:** 8.00am–4pm Monday–Thursday, 8am–3.30pm on a Friday. With 30 minute unpaid unpaid lunch break taken at some point during the day.

**Professional Relationships:**

**Responsible To:** Director of KS4

**Responsible For:**

### **Purpose**

To provide a complementary service to existing teachers and pastoral staff within the School, addressing the needs of children, supporting them in overcoming barriers to learning and enabling them to achieve their full potential, thereby supporting the School to raise standards of achievement, improvement, attendance and raise standards of behaviour.

### **Necessary Experience**

- Be a trained Learning Mentor or willing to undertake appropriate training
- Good standard of general education (i.e. NVQ level 1 or equivalent) together with good numeracy and literacy skills. Dependent on the age range, this may need to be Level 2 qualifications. When working post 16 this may need to be level 3, as they are charged with raising aspirations as part of the brief and have to be able to support individuals in their work to some extent.
- At least 2 years experience of working closely with children
- Ability to use basic technology (computer, photocopier etc)
- Knowledge of policies and procedures relating to child protection, health, safety, security and confidentiality.
- Ability to relate well with children and communicate diplomatically and tactfully with adults (e.g. parents)
- Must be motivated and be able to work independently with minimal supervision.

### **Person Specification**

A Learning Mentor should be:

- Proactive and dynamic
- Approachable
- A good listener
- Non-judgemental
- A role model
- Positive and reliable
- Realistic
- Patient
- Most of all, to be committed to mentoring

Through their work with students they will seek to:

- Foster the participation of the student in their own assessment for learning
- Enable students to become independent learners
- Help to raise standards and achievement

## **SAFEGUARDING**

To promote safeguarding at all levels of the School as a member of support staff. A key focus of this role is to safeguard all students at all levels across the School community. It is expected that support staff will support teachers, Lead teachers, HOY and the DSL/ Lead Deputy DSL/ Deputy DSLs in the discharge of their DSL responsibilities:

Policy and Procedure

- Act as a champion of the School's safeguarding policy and procedures and make sure you access these and understand them
- Be aware of your responsibility to challenge behaviour which breaches any of the school policies
- Be aware of, and actively promote, safeguarding within your own department to safeguard students.

Training

- Undergo training to develop and maintain the knowledge and skills required to carry out your role effectively with respect to safeguarding
- Refresh knowledge and skills at least annually to remain up-to-date with any developments relevant to your role and your responsibilities for safeguarding
- Obtain access to relevant resources

All members of staff have a responsibility to:

- To provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- To understand the early help process and their role in it.
- To understand the schools safeguarding policies and systems.
- To undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know what to do if a child tells them that he or she is being abused or neglected.
- Know how to maintain an appropriate level of confidentiality.

- Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

<b>Accountabilities</b>	<b>Indicative tasks/actions</b>
<p>Develop a 1:1 mentoring relationship with students identified as needing support.</p> <p>Devise, implement and evaluate individual student action plans to enable students to access learning activities and raise achievement.</p> <p>Liaise with the AHT, HOY &amp; SENCO to identify students where there are barriers to learning.</p> <p>Together with the HOY, monitor the pastoral and academic databases.</p> <p>Support individual students in developing strategies to develop their study skills, organisation and revision techniques.</p> <p>Identify issues that impact negatively on cohesiveness of a school year and suggest where intervention may improve learning and development of students</p> <p>Encourage students to participate in and out of school learning activities to enable them to develop social skills and improve their standards of behaviour.</p> <p>Assist students with their homework, coursework, organisational skills etc. in order to provide additional support.</p> <p>Mediate between students and staff or other peers in order to ensure appropriate assistance for the students from teachers, specialist professionals and voluntary services.</p> <p>Support and assist school staff dealing with challenging student situations in order for the needs of the student to be adequately met.</p>	<p><b>Giving individual support in the classroom under the management of the teacher</b></p> <p>Raising student self-esteem by showing interest not only in their work but their general well-being</p> <p>Develop strategies for identified target groups and individuals as agreed with AHT &amp; HOY. Share good practice. Organise and supervise homework club every evening (on a rota with other Learning Mentors)</p> <p>Attend lessons with students to support them in the classroom as necessary. Set up regular mentoring sessions. Inform parents and update teaching staff and HOY/AHT. Co-ordinate all internal study eg. isolated students etc.</p> <p>Attend tutoring sessions and liaise with form tutors to feedback and act as appropriate. Monitor school events and student visits Liaise with PSHEE coordinator</p> <p>Assisting students to increase their knowledge, understanding and skills across the curriculum This may include setting up, organising, co-ordinating and staffing these activities to ensure they meet the standards required</p> <p>As a member of the support team the Learning Mentor will observe student performance and provide the teacher with valuable feedback with regard to obstacles to learning, effectiveness of classroom processes and organisation.</p> <p>The Learning Mentor will meet regularly with each student they are supporting to monitor progress and set targets. Written reports will be kept and copies distributed to appropriate staff</p> <p>The Learning Mentor will liaise with parents, after consultation with the Head of Year/ Assistant Headteacher, SENCO, keeping them informed of the child's progress and outlining the support programme in place</p>

<p>Liaise with school staff, EWOs and other external agencies to identify students at risk of disaffection and share this information in order for the necessary action to be taken.</p> <p>Maintain regular contact with families/carers of children in need of extra support in order to keep them informed of the child's needs and progress to secure positive family support and involvement.</p> <p>Contribute to the monitoring and evaluation of the effectiveness of support strategies used within the school.</p> <p>Attend relevant accredited training and meetings to ensure own continuing professional and personal development and share good practice with colleagues.</p>	<p>Liaise with the SENCO on appropriate strategies for students on the SEN register, or those as identified as underachieving by the Heads of Year/AHT; including study skills, learning styles, organisational strategies. Organising and leading homework club (out of hours learning club), on a rota with the other learning mentors), to mentor and support identified students.</p> <p>Attending all reviews of a students' referral, including those in school and those involving outside agencies.</p> <p>Feedback to key staff within the school and attend relevant meetings.</p> <p>Achieve Learning Mentor qualification and attend courses relevant to extending skills. Attending tutor briefings and other school meetings as required.</p>
<p>Collating and compiling information and data about individual students to support the head of year.</p>	<p>Liaise with subject staff Recording incidents on SIMS Reporting back to the HOY</p>
<p>Investigate learning, attendance and behavioural problems concerning individual students and help resolve the problem and/or equip the student with the skills and strategies to improve matters</p>	<p>Liaise with appropriate SLT Administrator and take appropriate actions. Updating HOY and AHT Advise and support in one-to-one or group mentoring as appropriate</p>
<p>Promote a culture of excellence within the school ensuring students abide by the Code of Conduct and uniform/dress codes.</p>	<p>Monitor student presentation and behaviour. Liaise with HOY/AHT where issues arise.</p>
<p>Participate in a Learning Mentor duty rota to ensure students attend and behave appropriately within the school</p>	<p>Refer to duty rota and attend accordingly.</p>
<p>Participate in student activities and events to promote the school's ethos, to raise own profile as a role model and a source of support to students</p>	<p>Participating in prefect activities Run clubs eg homework club Help organise students during examination period as requested by the exam secretary Help with the induction of new students Participate in and help organise focus days and PSHE sessions.</p>
<p><b>Cover:</b> Supervise classes when teachers are absent so that students complete the work set in a supportive environment</p>	<p>Registering classes Informing class of work set Actively supervising the work of students Distributing resources if appropriate Collecting completed work and return to appropriate staff</p>

**Scope for Impact**

Support staff in schools to make a strong contribution to students' learning and achievement. Learning Mentors support the work of teachers and other professionals working within schools and contribute to students' learning and will have a significant impact on students' achievement and behaviour.

### **Job Context**

Learning Mentors will be expected to work effectively with individual students, families/parents and other professionals in order to address the needs of children who require additional help in order to achieve their full potential. Learning Mentors complement the work of teachers and pastoral staff in schools and work as part of a wider team to ensure students' achievement, attendance and behavioural standards are raised. The post holder must work within the relevant policies, codes of practice and legislation reporting any concerns to the relevant person.

### **Why do young people need Learning Mentors?**

During their school career some students will benefit from the opportunity to talk with a Learning Mentor

- Some students may need a positive role model who they can ask for advice and support
- Some students may be very gifted and talented and need additional guidance to extend and enrich their learning
- Some students have very limited outlooks and would benefit from experience of mixing with someone outside their normal environment, who could broaden their outlook on life
- Some students have low self esteem and self confidence
- Some students may not be working to the best of their ability
- Some students would benefit from support and guidance to identify future career opportunities

### **Staff Development:**

- To assess development and training needs and discuss with line manager.
- To set your own targets before any development activity and review and evaluate the activity after completion, cascading information to the appropriate team when relevant.
- To keep personal records of all staff development activities in which you are/have been involved.

To carry out as requested from time to time any other relevant duties as may be reasonably required by the Executive Headteacher or Headteacher

The job description will be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation with you.

Two copies of this job description should be signed, the post holder retaining one and the Headteacher the other.

Signed: ..... Date: .....