

## Job Description/Person Specification

### Learning Mentor

<b>Grade:</b>	KR5 One year fixed-term (extended contract may be possible, subject to continuation of external funding).
<b>Hours per week:</b>	37
<b>Weeks per year</b>	39 (Term time plus 5 INSET days)
<b>Responsible to:</b>	Vice-Principal (Cohorts)

#### Main Purpose of role:

**To address barriers to learning for a targeted group of individual pupils via small group and 1-1 study sessions in order to enable them to achieve their full potential. Developing and implementing study support and out of school activities where possible.**

#### Ursuline College All Staff Responsibilities:

- To be committed to safeguarding and promoting the welfare of children and young people within the school.
- To act in a loyal and professional manner around school and to contribute to the overall ethos/work/aims of the school.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To support the Catholic ethos of the school.
- To be aware of and support difference, and ensure equal opportunities for all.
- To attend and support appropriate meetings/courses and to undertake any training as deemed necessary in order to keep abreast of developments.

#### General Administration Duties

- To maintain high personal professional standards of attendance, punctuality, appearance and conduct, and develop positive relations with students, parents and staff.
- To evaluate and improve your own practice and to take responsibility for your continuing professional development.

#### Specific Duties & Responsibilities duties:

- Liaising with teaching staff to provide particular support to targeted pupils to raise achievement and provide support to enable them to overcome barriers to learning.
- Working as a team with Curriculum Leaders, House teams, the Attendance Officer and other members of school staff in order to assess individual needs of each targeted pupil.
- Identification of those pupils who need extra help to overcome barriers to learning inside and outside school, particularly children the care and disadvantaged pupils.
- Support the development and implementation of individual action plans for targeted pupils who need particular support.

- To develop a working relationship with pupils requiring particular support with the aim of addressing points defined in the action plan and engaging them with activities and opportunities.
- Work on academic resilience and study skills with students in order to promote independent learning.
- Undertake home – school liaison activities, including home visits where appropriate, in order to keep parents / carers informed and to secure positive family support and involvement.
- Monitor the implementation of all plans and provide feedback to the pupils of progress and achievement.
- Use knowledge of the range of activities, courses, opportunities and organisations available to students that can be utilised to provide extra support for pupils.
- To network with other learning mentors and share best practice.
- Support the development of partnerships with local businesses and other organisations to set up support resources and initiatives within school that will address barriers to learning.
- Develop study support activities, such as homework clubs, during and outside of school hours where appropriate.
- Develop a range of study support activities such as visits to study support centres, homework and after school clubs that clearly address the specific needs of identified pupils and support the actions detailed within individual action plans.
- To monitor and evaluate the progress of targeted students and keep detailed records of reviews and reports (including case studies).
- Support with transition arrangements for pupils entering / leaving the school.
- Support the development / implementation of activities to encourage family / carer involvement within school.
- Liaison with external agencies, such as health professionals and Early Help workers to support pupils.
- Any other duties commensurate with the grade of the post as determined by the line manager / Academy Principal.

## Person Specification:

Essential Criteria	Method of Assessment
<ul style="list-style-type: none"> <li>Relevant experience of one to one/small group tuition.</li> </ul>	A, I
<ul style="list-style-type: none"> <li>Excellent communication &amp; presentation skills</li> </ul>	A, I, R
<ul style="list-style-type: none"> <li>Excellent organisational skills</li> </ul>	A, I, R
<ul style="list-style-type: none"> <li>GCSE English &amp; Maths or equivalent</li> </ul>	A, I, R, C
<ul style="list-style-type: none"> <li>A Levels or L3 equivalent qualifications</li> </ul>	A, C
<ul style="list-style-type: none"> <li>Highly developed literacy &amp; numeracy skills</li> </ul>	A, I, T
<ul style="list-style-type: none"> <li>Excellent organisational skills</li> </ul>	A, I, R
<ul style="list-style-type: none"> <li>Ability to use own initiative to organise own workload</li> </ul>	A, I, R
<ul style="list-style-type: none"> <li>Ability to work as a member of a team</li> </ul>	A, I
<ul style="list-style-type: none"> <li>Flexible approach and positive attitude to work</li> </ul>	A, I
<ul style="list-style-type: none"> <li>Commitment to safeguarding and promoting the welfare of young people</li> </ul>	A, I
<ul style="list-style-type: none"> <li>Ability to empathise and build positive relationships with young people</li> </ul>	A, I
<ul style="list-style-type: none"> <li>Commitment to support the School's ethos</li> </ul>	A, I
<b>Desirable Criteria</b>	
<ul style="list-style-type: none"> <li>Experience of teaching/support within a secondary school, working across curricula at KS3/4.</li> </ul>	A, I
<ul style="list-style-type: none"> <li>Experience of working with students from disadvantaged backgrounds.</li> </ul>	A, I
<ul style="list-style-type: none"> <li>Experience of working with EAL students</li> </ul>	A, I
<ul style="list-style-type: none"> <li>Teaching qualification</li> </ul>	A, I
<ul style="list-style-type: none"> <li>Degree or equivalent qualification</li> </ul>	A, C
<ul style="list-style-type: none"> <li>HLTA experience/ qualification</li> </ul>	A, C
<ul style="list-style-type: none"> <li>First aid qualification</li> </ul>	A, I, R

### Method of Assessment

A = Application I = Interview T = Task C = Certificate/s R = References