

Job Title: Respite and Reintegration Learning Mentor

Reporting to: Headteacher

Salary: Grade F

Full time equivalent - Grade F, the FTE min is £34,488 - £36,585

Contract: FT 1 year

Purpose of the post

To play a key role in providing a complementary and supportive service to all staff in school and those external agencies working with pupils and their families whose difficulties are providing significant barriers to learning. The Learning Mentor role may include using strategies to:

- improve learning and raise attainment, including that of Gifted and Talented children
- improve attendance
- support excluded pupils
- raise standards of behaviour
- support excluded pupils
- raise standards of behaviour

To provide a complementary and supportive service to all staff in school and relevant outside agencies working with pupils and their families whose difficulties are providing significant barriers to learning.

To work directly with identified individual or groups of pupils to help overcome barriers to learning, improve behaviour and raise achievement

To liaise with parents/carers, appropriate agencies and the wider school community to support all concerned with pupils who have been referred

Applicants must hold a full UK driving licence and have access to a vehicle, as travel between sites is required.

Main Duties & Responsibilities

Each school is organised differently, and the range of duties carried out will be different in each school. The below section of this role profile will give examples of the duties and responsibilities that may be carried out.

This list is not exhaustive.

There are six key responsibilities by which the Learning Mentors will make a significant contribution to the achievement and wellbeing of pupils:

- To improve the attendance and punctuality of identified pupils
- To improve the behaviour and wellbeing of individual children
- To support children who are experiencing barriers to learning
- To support learning at school and encourage links between home and school
- To improve the process of transition into, within and beyond school settings
- To work with the key-worker for at-risk pupils

To improve the attendance and punctuality of identified pupils.

- Monitoring the attendance of individual pupils where this has been raised as a concern. Following school procedures to contact families and provide support where appropriate to improve attendance and punctuality
- liaising with EWOs (Education Welfare Officer) and partner learning mentors to implement strategies to improve pupil attendance and punctuality
- liaising with parents/carers/carers to support their understanding of the school systems on attendance and punctuality
- providing appropriate support for parents/carers/carers to ensure their child/children's regular and prompt attendance at school
- helping to identify those students at risk of exclusion
- liaising with and supporting partner learning mentors to provide first-day exclusion cover

To improve the behaviour and wellbeing of individual children.

- Developing effective exiting strategies for students in order that they continue to feel supported
- working alongside teachers, support staff and families to promote the effective use of behaviour management strategies
- developing and implementing appropriate support which will assist students in modifying inappropriate behaviour, developing positive self-images, enhanced educational achievement and reduce the likelihood of exclusion
- creating an atmosphere of trust and support by providing opportunities in which pupils feel able to discuss their progress, insights, opinions, targets and are confident to self-refer
- maintaining the health, safety, protection and wellbeing of pupils throughout the mentoring process
- promoting students' equality, diversity and rights

To support children who are experiencing barriers to learning.

- Working with staff to identify existing and potential barriers to pupils learning and progress
- planning relevant and appropriate support to help remove identified barriers to learning that prevent pupils achieving their full potential
- providing appropriate programmes of 1:1 or group support that enable pupils to take a full and confident part in all aspects of their learning and school life
- liaising regularly with staff to provide and receive up-to-date feedback on the monitoring and progress of all identified pupils
- developing, identifying and sharing strategies that have shown themselves to be effective in meeting the needs of individual and groups of pupils in order to ensure consistency and continuity of practice

To support learning at school and encourage links between home and school.

- Working with teachers to provide support for pupils and their families who join the school during the course of the academic year
- being fully aware of school policies and following school procedures in maintaining regular contact with families/carers of children in need of support, keeping them informed of needs and progress, with the purpose of securing family support and involvement. This will include developing knowledge of Child Protection procedures
- providing regular opportunities to liaise with families or carers to keep them informed about and involved in their child/children's progress

To improve the process of transition into, within and beyond school settings.

- Working closely with all school staff, parents/carers/ and external agencies to achieve a shared understanding of the needs of individual pupils
- liaising with the school Special Educational Needs Co-ordinator, Educational Social Workers and other statutory and voluntary agencies to access all forms of support. This could include contributing to Common Assessment Framework (CAF) and co-ordinating meetings with outside agencies to help support families and children
- working with teachers to identify pupils who require support in moving between key stages
- developing a range of strategies that support pupils in making successful transitions from one key stage to another including providing support on preliminary visits, contact with families and conducting follow-up visits where necessary to pupils in their next key stage
- helping to promote speedy and effective transfer of information from primary to secondary schools
- developing knowledge and making the best use of the range of activities, courses, external agencies and individuals that might be used and drawn on to provide additional support for pupils.
- establishing and maintaining effective links with appropriate outside agencies, community and business voluntary mentors in school to provide added support for individuals and groups of students

To work with the key-worker for at-risk pupils.

- Working with key staff and identified pupils to develop, agree and implement an action plan for those pupils based on an assessment of their individual needs

3. Promotion of Corporate Values

To ensure that customer care is maintained to the agreed standards according to the council's values. To ensure that a high level of confidentiality is maintained in all aspects of work.

4. Flexibility

The jobholder may be required to carry out other reasonable duties commensurate with the grade, as requested by line manager.

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5. The Council's Commitment to Equality

To deliver the council's commitment to equality of opportunity in the provision of its services. All staff are expected to promote equality in the work place and in the services the council delivers.

PERSON SPECIFICATION:

Location: The Pavilion

Job Title:

Learning Mentor

Grade:

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Knowledge, training and experience

Educated to NVQ level 3 / AS or A2 level or equivalent experience

Experience of working with children and young people, (preferably in an educational, youth or social services work environment in paid or unpaid employment)

Understanding of relevant policies and procedures such as child protection, health and safety positive handling techniques, key worker role, data protection, all school policies, for example Behaviour policy, Equal Opportunities policy, Attendance policy etc.

Knowledge and understanding of relevant legislation that impacts on role

Knowledge and understanding of safeguarding and promoting the welfare of pupils and students and supporting them at times of transition

Awareness and understanding of issues relating to equality of access and opportunity.

Willingness/commitment to undertake regular/appropriate training, for example safeguarding, Team Teach, conflict resolution, restorative justice, first aid etc.

Will be required to undertake an enhanced DBS check

Skills

Planning, organising and controlling skills

Use initiative to:-

- To be proactive, to plan / organise and prioritise own work load.
- To plan, organise and run courses/events to engage “hard to reach”, EMA, vulnerable parents/carers/ families. This can include “parent/carers ambassadors”, coffee mornings, workshops etc.
- To develop, identify and share strategies that have shown themselves to be effective in meeting the needs of individual and groups of pupils in order to ensure consistency and continuity of practice and the maintenance of positive outcomes
- To contribute to policies and practice which promote inclusion and engagement by pupils
- To integrate learning mentor work, systems and processes with other school provision, for example attend staff meetings etc.
- To complete risk assessments as required
- To recognise barriers to learning and the actions required to remove them
- To safeguard and promote the welfare of pupils and students in accordance with school safeguarding policies

- To support pupils at times of transition
- Develop and maintain clear detailed records, write reports and share information using pc based systems for example Word
- Evidence of successfully organising activities / events for young people
- To organise activities / events for young people, for example lunchtime clubs

Communication and influencing skills

Work effectively in a team and with individuals, institutions, multi-agencies and organisations, for example attend multi-agency meetings/working liaising with social workers, CAMHS, core meetings, “team around the child” meetings

Provide a good role model to children and young people maintaining an approachable and professional manner in dealing with both adults, children and young people

Work with sensitivity and maintain confidentiality when working with children, families and carers, sometimes in their homes, for example dealing with bereaved families/children

Use good listening skills and communicate effectively, verbally and in writing, with children, young people, their families/carers and a range of associated professionals, for example write referrals to outside agencies etc.

Operate in networks, make links with and communicate effectively with local community, individuals, institutions, multi-agencies and organisations, for example liaise with other education authorities to support vulnerable families

Maintain appropriate professional boundaries in all contacts and support of pupils and their families/carers

Initiative and Innovation skills

Work within school policies, and statutory frameworks and guidance to provide supportive service to pupils, families, school and relevant outside agencies.

Meet regularly with the designated line manager to report on progress of referred pupils and other aspects relating to work

Meet with the Lead/Senior Learning Mentor at least once a term to discuss progress of work

Use of initiative in developing and contributing to appropriate programmes to support individual or groups of pupils tailored according to need(s)

Use of initiative in maintaining the health, safety, protection and well-being of pupils throughout the mentoring process