



CROFTON ACADEMY JOB DESCRIPTION

Job Title: Learning Mentor

Grade: Grade 6

Reporting to: Year Group Manager/Deputy Headteacher Pastoral

Location: Crofton Academy

Key Outcomes/Activities:

Job Purpose

To provide support and guidance for pupils and their parents, who may need particular help at various stages of their school journey. To champion the rights of all children, ensuring Safeguarding procedures are adhered to and the welfare of the pupils remains priority.

Primary Responsibilities

To assist the Year Group Manager in tracking, analysing, and responding to issues of attendance, behaviour and achievement. The post is also responsible for providing assistance with pupil intervention, behavioral support and administrative support to the Year Group Manager.

The postholder must at all times carry out his/her responsibilities within the spirit of Academy policies, and within the framework of the Education Act.

Key Outcomes/ Activities

- To work in partnership with the relevant Year Group Manager to implement the necessary support and interventional strategies to target all pupils.
- Provide academic support to ALL students in order to raise achievement.
- Assist the classroom teacher with the development and implementation of IEP/Behaviour/Support/Mentoring plans.
- Facilitate the process enabling pupils to meet coursework deadlines by supporting both pupils and teaching staff.
- Implement agreed learning activities/learning programmes, adjusting activities according to pupil responses/needs.
- Have a good knowledge of KS3 and KS4 curriculum and examination requirements.
- Ensure pupils attend the necessary after school course work/catch up sessions and monitor progress.
- Support pupils during examination time.
- Regularly inform staff of developments, improvements in performance and successful strategies.

- Be aware of and appreciate a range of activities, courses organisations and individuals to provide support for pupils to broaden and enrich their learning.
- 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.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher, to support achievement and progress of pupils.
- Attend and participate in regular meetings in and outside of school.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Support and encourage progression to post 16 by motivating students and providing relevant information.
- Maintain mentor records.
- To attend support group meetings as appropriate.

Pupil Development

To support pupils in improvement and maintenance of:

- Confidence
- Motivation and effort
- Punctuality and attendance
- Handling relationships
- General behaviour
- Time management
- Levels of attainment
- Homework and concerns

Pupil Support

- To organise off site visits and accompany students on visits - often independently under guidance from Year Group Manager.
- Communicate with relevant outside agencies and attend meetings where necessary.
- Provide pastoral support to pupils
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.
- Attend to pupils' personal needs and provide advice to assist in their social, health & hygiene development.
- Participate in comprehensive assessment of pupils to determine those in need of particular help.
- Support provision for pupils with special needs.
- Establish productive working relationships with pupils, acting as a role model.
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.
- Phased integration for those who have been absent.
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
- Challenge and motivate pupils, promote and reinforce self-esteem.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- Provide individual support for pupils who develop persistent absence status.

Support for Teachers

- Support pupils' access to learning using appropriate strategies, resources etc.
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.
- Assist in the development and implementation of appropriate behaviour management strategies.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Assist in the development and implementation and monitoring of systems relating to attendance and integration.
- Clerical/admin support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions, making phone calls relating to attendance/behaviour, etc.

Support for the Curriculum

- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

Administration

- To assist in the updating of computerised pupil info systems.
- General clerical duties including typing, photocopying as required by the YGM.
- To assist in other duties in support of activities in school.

Relationship with Parents/Carers, Colleagues and the Wider Community

- To maintain positive relationships with parents and carers, calling parents/carers as deemed necessary regarding students attendance, behaviour concerns or for praise of attitude/work.
- To establish effective working relationships with colleagues and other professionals.

Manage Own Performance and Development

- To take responsibility for your own development, keeping up-to-date with Child Protection and Safeguarding awareness.
- To set a good example to students in terms of presentation and personal conduct.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- To engage actively in the policy review process.
- Work on own initiative (during Year Group Manager's absence) in resolving conflict and implementing necessary actions.

General Academy Responsibilities

- 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.
- Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop ensuring equal opportunities for all.
- Collection of monies at the direction of the Principal Finance Officer.
- Invigilation of pupil examinations under the direction of the Examinations Officer and Senior Staff.

- Participate in team/departmental meetings where required.
- Establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher, to support achievement and progress of pupils.
- Participate in training and other learning activities as required.
- Supervise pupils on visits, trips and out of school activities as required.
- Strive to improve overall attendance at both key stages.
- Contribute to and uphold the vision and ethos of Crofton Academy.
- Promote team work within the team, working in partnership to ensure effective working relations.
- Treat all users of the Academy with courtesy and consideration.
- Be aware and comply with all Academy Policies at all times.
- Any other duties commensurate with the grade of this post as directed by the Academy.

The duties and responsibilities highlighted in this job specification are indicative and may vary over time. Postholders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

REQUIREMENTS OF THIS POST		
	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> ▪ 5 (A-C) GCSE's or equivalent, but which must include English and Maths. ▪ NVQ Level 3 qualification or equivalent. 	<ul style="list-style-type: none"> ▪ Child Protection Training ▪ Higher Level Teaching Assistant qualification.
Experience	<ul style="list-style-type: none"> ▪ Experience of working with pupils/young adults. ▪ Ability to relate to young people, their parents/carers, and co-workers. ▪ Proven experience of working with confidential data and understanding of Data Protection. 	<ul style="list-style-type: none"> ▪ Experience of working with Secondary school age pupils in challenging situations. ▪ Experience in analysing data (i.e. attendance data).
Knowledge and Statutory Requirements	<ul style="list-style-type: none"> ▪ Knowledge and commitment to safeguarding and promoting the general health, safety and welfare of young people. ▪ Excellent Literacy and Numeracy skills. ▪ Understanding of child development and learning. ▪ Up-to-date knowledge/understanding of safeguarding and child protection practices issues. ▪ Understanding of the national learning curriculum and learning strategies and programmes. ▪ Understanding of the different roles within an educational setting and the responsibilities of each of these. 	<ul style="list-style-type: none"> ▪ Behaviour Management Skills ▪ Knowledge of First Aid.
Personal Qualities:	<ul style="list-style-type: none"> ▪ Passionate about learning and people. ▪ Ability to deal with sensitive issues and remain calm and confidential. ▪ Flexibility, patience and resilience. ▪ Ability to manage own time, prioritise work, and use initiative. ▪ An effective communicator to both pupils and parents/carers. ▪ Flexible approach to working hours, ie. The ability to meet YGM/Parents outside of school hours where necessary. ▪ Ability to use IT systems and data effectively to track student progress and behaviour. 	<ul style="list-style-type: none"> ▪ Willingness to assist at / or attend extracurricular activities.

Responsibilities for Resources:

Financial Responsibilities: No responsibility for managing financial resources and budget requirements.

Physical Resources: The job involves some responsibility for physical resources.

Responsibility for Policy Development: The jobholder has no direct responsibility for policy development and review.

Responsibility for Student Outcomes: The jobholder may support students on a daily basis in enabling their achievements within the Academy.

Working Conditions: The jobholder will work across all departments within the Academy. The post holder is a key worker in school, rarely office bound. The role is one of constant interaction with pupils and staff. Responding hourly to situations, where tact and diplomacy is required to deflate situations.

Being in the mix of activity in school inevitably the post holder can experience verbal abuse from pupils and parents. On occasions this may result in physical aggression.

Main Contacts: Year Group Manager, Pupils, Teachers, Senior Leadership Team, Parents/Carers.

Characteristics of the post:

The employment checks required of this post are:

- Evidence of entitlement to work in the UK
- Evidence of essential qualifications
- Two satisfactory references
- Evidence of a satisfactory safeguarding check e.g. an Enhanced DBS Disclosure
- Confirmation of medical fitness for employment as required
- Registration with appropriate bodies (where applicable)

Date Completed: October 2018

Signature of Postholder:

Date:

This is a description of the job as it exists at present; All Academy Job Specifications are reviewed and are liable to variation in consultation with the post-holder in order to reflect future developments, roles and organisational change.