



# CROFTON ACADEMY JOB SPECIFICATION

<b>Job Title:</b>	<b>LEARNING MENTOR</b>
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<b>Grade:</b> 6	<b>Job Evaluation Code:</b> Non - Generic
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<b>Reporting to:</b>	<b>Year Group Manager and Assistant Headteacher</b>
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<b>Location:</b>	<b>CROFTON ACADEMY</b>
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<b>Service Area:</b> FAMILY	<b>Service Directorate:</b> SCHOOLS
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## **Overall Purpose of the Post:**

**To provide additional support for pupils who need particular help at various stages of their school career.**

**To assist the Year Group Manager to track, analyse and respond to issues of attendance, behaviour and achievement.**

**To champion the rights of the child ensuring Safeguarding procedures are adhered to and the welfare of the pupils remains priority.**

<b>Requirements for the post.</b>		
	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications/ Training</b>	<ul style="list-style-type: none"> <li>. 5 A* - C passes including English &amp; Maths or equivalent</li> <li>. NVQ Level 3 or equivalent</li> </ul>	<p>HLTA status</p> <p>Counselling Qualification</p>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>. Good understanding of policies/ codes of practise e.g. Child Protection, Safeguarding and Home-School Agreement.</li> <li>. Good understanding of roles and responsibilities in school and own position within these.</li> <li>. Knowledge of national curriculum and other relevant learning programmes.</li> </ul>	<p>First Aid Qualification</p>
<b>Experience</b>	<ul style="list-style-type: none"> <li>. Significant experience of working with pupils.</li> <li>. Proven ability to relate to pupils, parents and staff.</li> <li>. Proven knowledge and experience of working within legislation of Data Protection and Confidentiality.</li> </ul>	<p>Significant experience of working with secondary age pupils.</p> <p>Experience of working with challenging pupils and situations.</p>
<b>Physical Skills</b>	<ul style="list-style-type: none"> <li>. Good ICT skills with accurate typing skills and bulk data inputting.</li> <li>. Ability to deal with extreme behaviours.</li> </ul>	<p>Ability to use SIMS software.</p>
<b>Competencies and other skills required</b>	<ul style="list-style-type: none"> <li>. Excellent written and verbal communication and interpersonal skills.</li> <li>. Ability to relate to a range of audiences including pupils, parents, staff and external professionals.</li> </ul>	

<p><b>Competencies and other skills required</b></p>	<ul style="list-style-type: none"> <li>. Ability to manage own time efficiently and use initiative to prioritise work.</li> <li>. Able to work flexibly, independently and at times as part of a team.</li> <li>. Flexible approach to hours, ability to meet Year Group Managers, Assistant Headteacher, parents or other professionals out of school hours as required.</li> <li>. Ability to use sensitive and appropriate communication and interpersonal skills with the requirement to understand and interpret people and situations in order to determine the best course of action using discretion and tact.</li> <li>. Ability to remain calm when dealing with difficult situations.</li> <li>. Ability to analyse attendance data</li> </ul>	
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## **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.

### **Support students in developing:**

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

To organise off site visits and accompany students on them - often independently  
Under guidance from Year Group Manager communicate with relevant outside agencies and attend meetings.

## **Support for Pupils**

- 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 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.

## **Support for the School**

- 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.
- Work on own initiative (during Year Group Manager's absence) in resolving conflict and implementing necessary actions.
- 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.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Supervise pupils on visits, trips and out of school activities as required.
- Strive to improve overall attendance at both key stages.
  
- Other duties commensurate with the grade of the post as directed by the Headteacher.

**The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time.**

## **Responsibility for Resources**

### **Employees (Supervision):**

NONE

### **Financial:**

NONE

### **Physical:**

Responsible for security and confidential personal information and data to pupils' and parents.

### **Customers and Clients:**

Direct contact with pupils, parents, staff (all levels) and external professionals (e.g police, health workers, social services and EWO).

### **Working Conditions:**

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.

### **Characteristics of the post:**

Employees are encouraged to participate in training activities in order to enhance their own personal development.

#### **The employment checks are required:**

- **Evidence of entitlement to work in the U.K.**
- **Evidence of essential qualifications – see page 1 of this job specification**
- **Two satisfactory references**
- **Evidence of satisfactory safeguarding checks e.g. Enhanced DBS checks**
- **Confirmation of medical fitness for employment**
- **Registration with appropriate bodies (where applicable)**

Date completed:

Reviewed April 2014