

Learning Mentor Job Description

Post	Learning Mentor
Grade	Scale 6
Responsible to	Head of Pathways
Responsible for	Leading excellence in providing complementary academic support and pastoral guidance to students
Working hours	35 hours per week, 39 weeks per year

Everyone at Plumstead Manor works to fulfil our **School Plan**. All support staff contracts are subject to the terms and conditions as set out in the latest **NJC Pay and Conditions (Green Book)**.

This role is for a qualified and committed learning mentor to provide academic support, and pastoral guidance on a one-to-one basis or in groups, acting as a listener, facilitator, motivator and role model, to improve pupil progress and achievement by helping to minimise barriers to learning and maximise participation. You will provide a complementary service to teachers and other staff, addressing the needs of children who require assistance in overcoming barriers to learning to achieve their full potential, or accessing the curriculum. Working with a range of pupils whose behaviour and disaffection has significant impact upon their attainment, giving priority to those who need the most help, especially those displaying challenging behaviour.

Purpose:

1. To work with teaching staff and/or other support staff to devise, implement and evaluate specialised programmes of work to encourage and promote a pupil's social emotional and behavioural development.
2. Maintain a record of evaluations as evidence of effective practice, support and guidance.
3. Adapting an agreed approach to meet particular needs, recording and maintaining written records of pupils' development and progress.
4. Reward students as they make progress.
5. Monitor students' behaviour before, during and after intervention to measure the impact of the intervention strategy on progress; include student evaluations.
6. Work in partnership with Heads of Year, Curriculum and Deputy Curriculum Leaders to narrow the gaps in achievement for key cohorts of students.
7. Support the Year Teams to proactively promote high expectations and standards, and to develop peer-mentoring and coaching for key groups of students getting them ready for learning.
8. Engage all young people in interesting and engaging learning and to model positive attitudes to learning and education.
9. To train and support identified school staff, by modelling approaches, with a view to staff feeling confident and able to use the approaches following the withdrawal of Behaviour Support Learning Mentor.
10. Organise lunchtime activities to support pupils who have difficulties during social time.
11. Help students to manage and resolve conflict by using and teaching them a variety of strategies.
12. Help plan the reintegration of students after extended absence or exclusion from mainstream lessons.
13. Outreach to families whose home circumstances appear to present a significant barrier to successful learning, and work with parents to help the students achieve their targets.
14. Create a directory of resources, activities, organisations and support services which can be drawn upon by staff/parents to support children identified.
15. Attend and participate in multi-disciplinary meetings contributing to the sharing of information and/or planning in relation to specific pupils.
16. Undertake a range of administrative duties relevant to the post

17. Work in partnership with the on-site alternative provision team, Behaviour Support team and Pastoral team to ensure identified students are ready for a full programme of learning in all lessons.
18. To mentor all students who attend PMS via FAP and managed moves.
19. To contribute resources to the tutor time programme.
20. Play an active role in cultivating a school ethos founded on success and harmony, promoting excellence and justice for all in a diverse community.

Members of our Pastoral Team are expected to:

- Uphold the school vision and plan.
- Actively support the highest standards and expectations for learners.
- Work collaboratively with teachers and other colleagues to ensure high quality pastoral care for all students.
- Line lead staff through a combination of challenge, accountability and support.
- Maintain high standards of behaviour and discipline.
- Contribute to the diagnostic profiling of students which underpins our personalized approach to meeting their needs.
- Support the school's stance on equality and the provision of excellence for all students in a successful and harmonious community.

Raising Aspirations, Securing Success

1. Actively contribute to the implementation and realisation of the School Plan setting the highest possible expectations in all aspects of school life.
2. Promote a culture of high expectations, including the implementation of school standards and codes about uniform, behaviour, attendance and punctuality.
3. Provide **academic mentoring** and pastoral support for identified individual and groups of students.
4. Provide specific interventions for identified students to boost their progress and enhance their knowledge and understanding.
5. Promote and implement the use of interventions and support which have proven track record in raising achievement, for example peer coaching and mentoring and ensure students are
6. To maintain records for each student and provide half termly reports of outcomes

Challenge and Creativity

7. To consistently be a highly effective practitioner.
8. Ensure that students are aware of their aspirational targets, their progress towards them and the next steps they have to take in order to secure them.
9. Liaise with outside agencies and providers to put in place a programme of inspirational and motivational events which engage young people to raise their aspirations.
10. Develop and embed the qualities that are central to cultivating success, harmony and high achievement at Plumstead Manor: collaboration, resilience, discipline, imagination, and curiosity.

Cultivating Harmony and Respect

11. Monitor the attendance and engagement of identified students in programmes of academic and pastoral support, as well as information advice and guidance.
12. Actively and positively engage the parents/carers and families of identified students to involve them in the achievement of their son/daughter and to empower them to play a positive role in their future success.
13. Ensure there are regular opportunities to publicly celebrate the success and achievements of students.
14. Actively promote the school, including the Sixth Form within the wider community.
15. Understand the concept of spiritual, moral, social and cultural (SMSC) development and in collaboration with the Key Stage Leader promote it within the Key Stage cohort.
16. Carry out on-call and break duties and contribute to the daily management of the school.
17. Ensure the guidance of Children Act are fulfilled including any supplementary Safeguarding and Child Protection guidance in line with school policies and procedures, including the PREVENT duty.
18. Complete any additional responsibilities commensurate with the level of this job description, as required by the Head Teacher.

Learning Mentor Person Specification

Post	Learning Mentor
Grade	Scale 6
Responsible to	Head of Pathways
Responsible for	Leading excellence in pastoral provision and standards of achievement
Working hours	35 hours per week, 39 weeks per year

All teachers at Plumstead Manor are bound by the School Vision and Plan, and the shared expectations in the job description. This person specification shows what we require in order to be shortlisted for a post here. It shows the qualifications, experience, knowledge, understanding, qualities and attributes needed in order to carry out the duties in the job description. Candidates must provide evidence in the application form and supporting statement and at interview that they meet these requirements.

Selection Criteria

Training Qualifications and Experience	Candidates must demonstrate that they have: • Qualifications at Level 3 (A levels of Level 3 Vocational Qualifications). • English and Maths to Level 2 (or equivalent). • A further qualification in mentoring or coaching would be an advantage. • A qualification to degree level would be an advantage. • Experience of working with young people in Key Stages 3, 4 or 5. • Competence using ICT
Personal, Professional Qualities and Attributes	Candidates must demonstrate that they are able to: • can support the Head Teacher in fulfilling the School Vision and Plan. • have the ability to work in partnership with other members of a team. • through personal commitment, contribute to maintaining and developing our ethos based around excellence, justice, success and harmony. • Ability to lead other people, to build a team and to hold others to account. • have highly tuned organizational skills. • can communicate clearly and precisely. • can work collaboratively with others; • seek and act on feedback from others. • communicate effectively with, and command the confidence and respect of students and parents/carers.
Professional Knowledge and Understanding	Candidates should demonstrate that they know • good practice in inclusion, differentiation and engagement of young people • the remit and responsibilities of all staff in relation to safeguarding, including a specific knowledge of issues that are prevalent among young people aged 11-19. • about the pathways to meet the needs of different learners, including the more able and those students at risk of not being in education, employment or training. • effective strategies for maintaining and developing high standards of attainment, behaviour and attendance; • principles and practice of educational inclusion, diversity and access.