



SHAKESPEARE PRIMARY SCHOOL

JOB DESCRIPTION

Job Title: Learning Mentor

Grade : C1

Accountable to: Head Teacher and Pastoral Support Manager

Role:

The Learning Mentor will work with a range of pupils across school but give priority to children who require support in overcoming the barriers to learning in order to achieve their full potential. This will be achieved through general support and specific programmes, both inside and outside of the classroom and teaching times.

These can include children with:

- Challenging behaviour
- Special or medical needs
- Children with an Education, Health and Care Plan

The Learning Mentor will be a designated member of the Safeguarding Team.

Key Responsibilities

1. To work as part of the Pastoral Team and alongside teachers, support staff, parents and governors to support children who have barriers to learning.
2. To be a model of best practice for colleagues in the management of wellbeing, behaviour and Special Educational Needs.
3. To work with identified individuals and groups of children both in and out of the classroom as appropriate develop self-esteem, confidence and social skills so that they can talk about their feelings, concerns and needs
4. Communicate effectively with all members of the team and the wider staff team
5. Enhance positive relationships with parents and carers
6. To work with staff to identify pupils who need support to overcome barriers to learning both inside and outside of school. (e.g SEMH, attendance, relationships)
7. To develop 1:1 relationships with pupils requiring particular support both in and out of the classroom. (e.g. supporting in lessons, 1:1 and group sessions)
8. To develop, plan and implement mentoring work for individual and groups of identified children according to their need. (e.g. Emotional Literacy, Lego Therapy, Circle of Friends, Zones of Regulation, etc.)
9. Work in collaboration with the class teachers and support staff to ensure the effective implementation of support plans, including SaLT reports, Barriers to Learning questionnaires, PEPs, Pupil Passports, etc.

10. Monitor and contribute to the writing of Pupil Passports and provide feedback to pupils, staff and parents/carers of progress and achievement.
11. Undertake home-school liaison activities, including home visits, in order to keep parents/carers informed and to secure positive family support.
12. To maintain accurate records and prepare written reports and evaluations for Pastoral Support Manager, Head teacher and governors.
13. To develop links and positive relationships with Extended Services and External Agencies, responding to the needs of our children and families. (e.g. Cluster work, Health, Social Care).
14. Take the lead on appropriate initiatives linked to pupil wellbeing with a focus on Pupil Voice (e.g. playground friends, lunchtime activities, after school activities).
15. Actively promote the ethos of the school and agreed policies for behaviour management, inclusion and equal opportunity.
16. To support the transition arrangements of targeted children entering/leaving the school.
17. To manage your own professional development through attendance at relevant training opportunities.
18. To network with other learning mentors and share best practice.
19. To liaise with the Pastoral Support Manager and Inclusion Leader to secure funding to support our children's additional educational needs.
20. To undertake any other duties commensurate with the post as directed by the head teacher following consultation with appropriate staff.

Safeguarding and Child Protection

1. Work alongside the DSL and Safeguarding Team as a Designated Officer, offering support and advice to colleagues and promote policy, procedure and awareness in regard to safeguarding and Child Protection.
2. Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care to fulfil the statutory duties as defined in KCSIE 2024.
3. Undertake Early Help training and work with external agencies in the preparation and delivery of Early Help Meetings.
4. Engage in regular supervision with Designated colleagues.
5. Effectively manage Child Protection caseloads and maintain accurate records on the schools' Child Protection Online Monitoring System (CPOMS).
6. Evaluate child protection and safeguarding concerns and take appropriate action, including making referrals to external agencies.
7. Provide appropriate reports and represent the School at child protection meetings and conferences.

PERSON SPECIFICATION

Attributes	Criteria	Essential/D esirable	Evidence
Skills	<ul style="list-style-type: none"> ● To work and communicate effectively with colleagues in school 	E	Application form, interview
	<ul style="list-style-type: none"> ● To establish good relationships with children whilst setting firm boundaries 	E	Application form, interview
	<ul style="list-style-type: none"> ● To work creatively with children to identify strengths and targets for development/achievement 	E	Application form, interview
	<ul style="list-style-type: none"> ● To demonstrate empathy, communication, listening and interpersonal skills when dealing with children, colleagues and parents/carers 	E	Application form, interview
	<ul style="list-style-type: none"> ● Experience of working with children with SEMH 	E	Application form, interview
	<ul style="list-style-type: none"> ● To identify and liaise with appropriate resources and agencies of support 	E	Application form, interview
	<ul style="list-style-type: none"> ● Experience of delivering activities to small groups of children 	E	Application form, interview
	<ul style="list-style-type: none"> ● To demonstrate good administrative skills including report writing 	E	Application form, interview
	<ul style="list-style-type: none"> ● To demonstrate the ability to work flexibly with adaptability 	E	Application form, interview
Knowledge and Understanding	<ul style="list-style-type: none"> ● An understanding of child development in the Primary age range 	E	Application form, interview
	<ul style="list-style-type: none"> ● Methods of setting realistic programmes for disaffected and underachieving children 	E	Application form, interview
	<ul style="list-style-type: none"> ● An understanding of how to support children with Special Educational Needs and Disabilities (SEND) 	E	Application form, interview
	<ul style="list-style-type: none"> ● Local services and resources for children, young people and their families 	E	Application form, interview
	<ul style="list-style-type: none"> ● Awareness of child protection issues and procedures 	E	Application form, interview
	<ul style="list-style-type: none"> ● Designated Child Protection training 	D	Application form, documentation and certificates
	<ul style="list-style-type: none"> ● Early Help Training 	D	Application form, documentation and certificates
	<ul style="list-style-type: none"> ● Awareness of data protection and confidentiality procedures 	E	Application form, interview

Qualifications	Evidence of relevant full time further and / or higher education	E	Application form
	Evidence of English and Maths at GCSE (A-C) or equivalent	E	Application form, documentation and certificates
	Evidence of recent and continuing professional development	E	Application form
	Full driving licence	D	Application form, documentation and certificates