



Learning Mentor

Salary / grade range	Level 6 Scp 12-17 £26,421 - £28,770 (pro rata term time only + 5 days) 37 hours per week Actual salary £22,994 - £25,034
Location	Co-op Academy Stoke-on-Trent
Reports to	Lead Learning Mentor

Purpose of role: As part of a mentoring team a Learning Mentor will target young people through 1-1 support and small group sessions enabling students to achieve their full potential through the identification and removal of social and emotional barriers to learning by providing outstanding pastoral care.

- The role requires empathy in dealing with sensitive and complex needs of students/parents.
- The role also requires the ability to identify needs but also the understanding of how to meet such needs
- Form and maintain positive working relationships with students, their families, colleagues, and other education/healthcare professionals and partner organisations

Success Criteria:

Improvements in attendance, behaviour, engagement and attitude to learning in order to provide greater positive outcomes for children.

Key accountabilities (and specific duties / responsibilities):

- To assist in the identification of those students who need extra help to overcome barriers to learning, inside and outside school through the liaison with teaching staff and other pastoral colleagues.
- Work as a team with colleagues in order to assess the individual needs of each targeted student.
- Develop a 1:1 mentoring relationship with students needing particular support designing and implanting pastoral action plans where necessary.
- Understanding of the range of other services, partners and agencies who can provide additional support for students, e.g. CAMHS, Children's Social Services and Third Sector organisations etc.



- Signpost and refer into a range of appropriate outside agencies.
- Liaison with external agencies, such as health professionals and Attendance Improvement Officers to support students
- Undertake home – school liaison activities, including home visits where appropriate, in order to keep parents / carers informed and to secure positive family support and involvement.
- To maintain regular contact with families/carers of students in need of extra support, to keep them informed of the child's needs and progress, and to secure positive family support and involvement.
- To have an understanding of mental health in order to support students with poor mental health.
- Maintain accurate pastoral records, referrals and evaluations.
- Support with transition arrangements for students entering / leaving the school.
- To contribute data and information systems necessary to support the effective delivery of the Learning Mentor Programme.
- To continue to professionally develop the role of Learning Mentor by attending appropriate and relevant training programmes.
- To identify vulnerable students and families who need Early Help.
- To open and lead Early Helps

Safeguarding

- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to safeguarding procedures including Early Help
- To ensure that students who are victims of abuse are supported appropriately and sensitively and that all actions assigned to Co-op Academy Stoke-on-Trent from planning and intervention meetings are successfully carried out and monitored.
- Be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person.
- To be Early Help trained and preferable Level 2 safeguarding trained

Co-op academy Stoke is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Personal attributes required (based on job description):		
Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I)
<p>Qualifications</p> <ul style="list-style-type: none"> • NVQ 3 or above • Competent in English and Maths (GCSE Grade C and above) • First Aid Qualification • Counselling Qualification • Mental Health Qualification 	<p>D</p> <p>D</p> <p>D</p>	<p>A,I</p>
<p>Experience</p> <ul style="list-style-type: none"> • Experience of working with vulnerable children, young people and families. • Experience and knowledge of preventative and statutory education welfare strategies • Experience in a school setting. • Leading on Early Helps 	<p>D</p> <p>D</p> <p>D</p>	<p>A,I</p>
<p>Skills, Ability, Knowledge</p> <ul style="list-style-type: none"> • The development of a range of pastoral support and wellbeing for students • Knowledge of relevant legislation, e.g. relating to school behaviour, welfare and PSHE policy e.g. KCSiE and government initiatives and how that relates to the curriculum • Knowledge and understanding of the barriers to learning faced by children and young people and a range of interventions available to mitigate these challenges • Knowledge and understanding of the effect of social, economic and cultural issues on children and young people • Knowledge of data protection, safeguarding and child protection issues and an understanding of appropriate action to take if a disclosure is made 		<p>A,I</p> <p>A,I</p> <p>A,I</p> <p>A,I</p> <p>A,I</p>



<ul style="list-style-type: none"> • Understanding of the range of other services, partners and agencies who can support pupils, e.g. Educational Psychologists, CAMHS, Children’s Social Services and Third Sector Organisations • Undertaken relevant mental health & safeguarding training 	D	A,I
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Have a genuine interest in the wellbeing of students. • Ability to form and maintain appropriate relationships and personal boundaries with children. • Have active listening skills, interpersonal skills and the ability to deal with sensitive situations with integrity and confidence through understanding their point of view in a non-judgemental approach • Have a discerning judgement to manage situations relating to the safeguarding of students. • Be able to challenge poor student behaviour in a way that is firm yet fair under the banner of respect and communicate with influence, to persuade, motivate and engage with a wide range of children, young people and their families • Creative skills to develop options and alternatives that will support children and young people to engage in the learning process. • Organisational skills to manage time effectively, work under pressure to prioritise, and re-prioritise own work and that of the team, to meet potentially conflicting deadlines • There could be the requirement to make home visits for which an appropriately insured vehicle needs to be available to use. 	D	<p style="text-align: center;">A,I</p> <p style="text-align: center;">A,I</p> <p style="text-align: center;">A,I</p> <p style="text-align: center;">A,I</p> <p style="text-align: center;">A,I</p> <p style="text-align: center;">A,I</p>

The job description best characterises the role at the time of its formulation. It is subject to review to align with the needs and requirements of the Academy, in agreement with the post-holder, and by final agreement with the Headteacher.



Academies Trust

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check with appropriate childrens and/or adults barred list check if necessary. A person who is included in the childrens or adults barred list commits an offence if they engage in regulated activity from which they are barred.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.