



Job title: Learning Mentor

Location	Co-op Academy Glebe
Reports to	Assistant Head (SENCO)

Purpose of role:

To work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to children.

The purpose of this role is to enhance provision and support for pupils, by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential.

The successful candidate will develop effective ways to overcome barriers to children's learning. The role is crucial in enhancing our already inclusive provision.

The successful candidate will assist in managing the provision for pupils identified as having Special Educational Needs and Disabilities (SEND); including promoting high quality teaching, effective use of resources, promoting high standards of learning and achievement for all pupils, working with outside agencies and positively supporting families.

The role will also include planning and leading activities to pupils who require additional support to overcome barriers to learning.

Key accountabilities (and specific duties / responsibilities):

Learning Mentor

- Facilitate pupils' learning and development by identifying learning and development needs, planning for how these needs will be addressed through support and mentoring and reviewing the effectiveness.
- Mentor one to one or a small group of pupils who require additional support to overcome barriers to learning as identified and directed by the SENCO. to secure improvements in behaviour and emotional wellbeing.
- Provide support for pupils and teachers in order to raise standards of achievement and to encourage independent learning.



- Development of teaching strategies and appropriate resources to support individual needs throughout the day including before and after school provision
- Carry out standardised tests for pupils and circulate results to the appropriate parties.
- Take responsibility for and deliver high quality interventions for pupils across the Academy
- Improve the behaviour and wellbeing of individual pupils, by developing approaches based on existing outstanding practice.
- Liaise with teaching staff to provide particular support to targeted pupils to raise achievement, behaviour, attendance and well-being to help them to overcome barriers to learning
- Assist in maintaining contact with pupils' families/carers to inform them of progress and issues
- Support with individual behaviour plans for pupils.
- Maintain contact with pupils who are given fixed term suspensions / moved to alternative provision and supporting their reintegration.
- Provide extra support to identified pupils through knowledge of a range of activities and opportunities available to them
- Maintain confidentiality in relation to pupils' personal circumstances.
- Support the transition of pupils between phases and schools
- Work alongside Family Support Coordinator to ensure effective safeguarding practices are promoted with families
- To work with a range of staff to contribute to the identification of barriers to learning for individual pupils and provide them with a range of strategies for overcoming the barriers
- To assist in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement.
- To negotiate, establish and maintain effective working partnerships with other agencies and individuals in order to address needs and help remove barriers to learning for children
- To attend network meetings with other learning mentors and contribute to the identification and sharing of good practice between individuals to enhance mentoring provision.
- To operate within agreed legal, ethical and professional boundaries when working with children and those involved with them.
- To liaise closely with the staff in school to ensure that everyone understands and supports the strategies being used by the Learning Mentor to develop the pupils' skills for learning and learning behaviours
- To attend training and professional development sessions.
- To review own contribution to the school and have wider school impact.
- To work within and encourage the school's Equal Opportunity Policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.
- Any other duties appropriate to the post.



Qualities

The ideal candidate will:

- Be enthusiastic, confident and able to show initiative and resilience.
- Be organised and prepared to work flexibly within the dual role.
- Be an effective communicator with pupils, staff and parents.
- Be self-motivated, with high expectations of self and others.
- Be able to build and maintain effective relationships with students, treating them with respect and consideration.
- Willingness to provide the best possible opportunities for all pupils
- Ability to relate to young people and act as a positive role model
- Ability to work well under pressure and prioritise effectively

Skills and experience

The ideal candidate will:

- Have experience working with pupils with additional needs, ideally in a similar role.
- Have a good working knowledge of the SEND code of practice and its implication for our pupils.
- Evidence of Continuing Professional Development
- Demonstrate that they have an understanding of and implement safeguarding and child protection policies and procedures.
- A well-developed understanding of strategies to manage and support young people with challenging behaviour in a school environment
- Proven ability to tailor interventions to individual pupils

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) test (T)
Qualifications <ul style="list-style-type: none"> • HLTA qualification or equivalent 		A/I



<ul style="list-style-type: none"> • 5 or more GCSE Grade C or equivalent including English and mathematics • Evidence of participation in regular professional development or further study • Understanding of Safeguarding and Child Protection issues 	D	<p style="text-align: right;">A/I</p> <p style="text-align: right;">A/I</p> <p style="text-align: right;">A/I</p> <p style="text-align: right;">A/I</p>
<p>Experience</p> <ul style="list-style-type: none"> • Proven experience within last 2 years in an educational setting • A high level of interpersonal and communication skills are necessary. The post holder will need to have the ability to communicate effectively with colleagues, outside agencies and other key stakeholders. • Knowledge and experience in safeguarding and child protection is essential. • Experience of forging community / voluntary / parent and partner agency links. • Completion of recognised Classroom & Behaviour Management training or a commitment to complete. • Experience of working with or supporting SEND pupils and their families. 		<p style="text-align: right;">A/I</p> <p style="text-align: right;">A/I</p> <p style="text-align: right;">A/I</p> <p style="text-align: right;">A/I</p> <p style="text-align: right;">A</p> <p style="text-align: right;">A/I</p>
<p>Skills, Ability, Knowledge</p> <ul style="list-style-type: none"> • Work as an effective team member with a range of colleagues across the academy and apply directions/instructions • The ability to engage constructively with, and relate to, a wide range of young people and families/carers with different ethnic and social backgrounds. • Good working knowledge of child protection / safeguarding legislation and procedures. • Knowledge of, and ability to work effectively and network with a wide range of supporting services and external agencies. • Ability to identify potential barriers to learning and jointly engage in strategies to overcome these barriers • Able to communicate effectively with young 	D	<p style="text-align: right;">A/I</p> <p style="text-align: right;">A/I</p> <p style="text-align: right;">A/I</p> <p style="text-align: right;">A/I</p> <p style="text-align: right;">A/I</p> <p style="text-align: right;">A/I</p>



<p>people and adults (parents, other staff).</p> <ul style="list-style-type: none"> • Able to negotiate and network through highly developed interpersonal written, verbal and presentation skills to a range of audiences. • Excellent organisational skills. • Ability to keep accurate records. • Ability to work on your own initiative. • Reliability, integrity and stamina. • Respect confidentiality. 		<p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Attention to detail and professional pride. • Commitment to the school's policies and ethos. • Commitment to Continuing Professional Development. • Motivation to work with children and families. • Ability to form and maintain appropriate relationships and personal boundaries with children and young people. • Emotional resilience in working with challenging behaviours and attitudes. • All our colleagues are expected to demonstrate a commitment to co-operative values and principles, British Values and the Ways of Being Co-op. 		<p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>

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.

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.