

## METROPOLITAN BOROUGH OF KNOWSLEY

<b>SCHOOL</b>	ALL SAINTS CATHOLIC HIGH SCHOOL
<b>POST TITLE</b>	LEARNING MENTOR LEVEL 2
<b>GRADE</b>	H (SCP 23-25) 36 hours per week, 46 weeks per year <b>Actual Salary £28,374 to £30,028</b>
<b>RESPONSIBLE TO</b>	DESIGNATED SAFEGUARDING LEAD

### MAIN PURPOSE

To support, motivate and guide pupils to help them to overcome barriers, both inside and outside of school, that are preventing them from achieving their full potential.

To work closely with key staff in school to identify the needs of pupils who require help and in conjunction with their parents/carers and other agencies, plan how to best support them in order to improve their outcomes.

### MAIN DUTIES

- To liaise with key staff to identify pupils who would benefit from mentoring.
- To develop one-to-one mentoring relationships with pupils, which enable them to agree plans and targets to move forward.
- To provide information and advice to pupils to help them make choices about their own attendance, behaviour and learning.
- To provide support to pupils to enhance their emotional health and well-being, self-esteem and confidence.
- To assist in designing, organising and delivering programmes and small group interventions to meet the needs of identified pupils.
- To promote the effective transfer of pupils across the relevant key stages in school and support the reintegration of those who have been absent for a prolonged period of time.
- To work closely with parents/carers to address emerging issues/needs by providing advice and offering Early Help.
- To make any necessary referrals to external agencies for pupils, provide feedback on their progress and ensure comprehensive and co-ordinated support for them.
- To contribute to Early Help Assessments and participate in multi-agency meetings.
- To assist the DSL by representing the school at meetings with parents/carers regarding safeguarding issues, Child in Need and Core Group Meetings and Child Protection Conferences when necessary.
- To support the effective running and function of the school's Affirmation Centre when necessary.
- Network with other Learning Mentors and relevant professionals to share best practice.

### KEY TASKS

- Act as a positive role model for all pupils setting high expectations in line with established school procedures.
- Participate in comprehensive assessment of pupils to determine those in need of particular help.
- To identify any barriers to learning and put support measures and interventions in place to address them.
- To gain the voice of the child, working with the family, to establish what is working well in their life, by recognising their strengths, skills and assets.
- To maintain regular communication with parents/carers of pupils in need of extra support and keep them informed of their child's needs and progress in order to secure positive family support and involvement.
- To liaise with the school's Attendance Team when there are concerns about pupils' attendance.

- To work closely with key staff and the SENCO to ensure that the needs of children with SEND are met.
- To support pupils' access to learning using appropriate strategies and resources.
- To assist in the implementation of strategies to promote positive behaviour and attitudes.
- To be aware and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
- To monitor and evaluate interventions for each pupil and provide relevant feedback and records to key staff and parents/carers.
- To liaise with the school's safeguarding and pastoral teams to report any concerns that arise as a result of closely working with pupils and their families.
- To undertake home visits as required and bring pupils to school when necessary.
- To attend parents' evenings to offer support in relation to pupils' individual needs.
- To participate in regular supervision and be responsible for own personal development.

### **Other Duties**

- To support and facilitate the work of appropriate teaching and support staff.
- To undertake word processing and other ICT based tasks including the production of letters, reports, schedules, etc.
- To accurately record all telephone conversations and meetings.
- To maintain accurate electronic records on all contact and intervention work with individuals and families using the agreed case management systems (Arbor or CPOMS).
- To provide general advice and guidance to staff, pupils and others as appropriate.
- To provide support to the Admin Team as and when required.
- To assist with first aid and break duties.

### **Support for the School**

- To be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To be aware of and support differences to help ensure everyone has equal access to the services of the school and feels valued, respecting their social, cultural, linguistic, religious and ethnic background.
- To contribute to the school ethos, aims and development/improvement plan.
- To work as part of a team, appreciating and supporting the role of other people in the team.
- To support extra-curricular activities.
- To establish own best practice and use it to support others.
- To undertake personal development through training and other learning activities including performance management as required.

**The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.**

## PERSON SPECIFICATION

Attributes	Competency
<p><b>Qualifications, Knowledge and Training</b></p>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>● GCSE grade C/4 in English Language and Mathematics or equivalent Level 2 qualification in Literacy and Numeracy.</li> <li>● Knowledge of child development and processing of learning.</li> <li>● Knowledge of barriers to learning and how to remove them.</li> <li>● Understanding of safeguarding and child protection issues.</li> <li>● Effective use of ICT.</li> <li>● Ability to undertake further training and development as required.</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>● Relevant Level 3 qualification.</li> <li>● Awareness of how to support children and families with additional needs.</li> <li>● First aid knowledge/qualification.</li> </ul>
<p><b>Experience</b></p>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>● Experience of working with and supporting children and families.</li> <li>● Experience of working with a variety of external agencies.</li> <li>● Experience of leading meetings.</li> <li>● Experience of offering Early Help and early intervention to children and families.</li> <li>● Ability to relate to others.</li> <li>● Excellent communication skills, both verbal and written.</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>● Experience working as a Learning Mentor or similar role in a secondary school.</li> <li>● Proven track record of success in supporting the pastoral care and academic progress of pupils.</li> <li>● Experience of home visits and working with families in the community.</li> <li>● Experience of using Arbor or other school management information systems (MIS).</li> <li>● Previous care or medical experience.</li> </ul>
<p><b>Personal Qualities and Skills</b></p>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>● A genuine passion for education and a desire to support young people in achieving their full potential.</li> <li>● Able to develop appropriate strategies for pupil progress tracking, target setting and mentoring.</li> <li>● A commitment to inclusion and ensuring all pupils have equal access to education.</li> </ul>

- Ability to build positive relationships with pupils, parents/carers, colleagues and other professionals.
- Patience, enthusiasm and a caring nature.
- Flexibility, adaptability and the ability to remain calm under pressure.
- Strong problem-solving skills and the ability to think creatively.
- Strong organisational skills and the ability to prioritise tasks effectively.
- Ability to work effectively as part of a team and using your own initiative.
- Discretion and tact when dealing with sensitive issues.
- Ability to maintain confidentiality as required.
- A commitment to safeguarding and promoting the welfare of children and young people and to inclusion and equality.
- Ability to manage the significant emotional demands of the job.

**Desirable**

- Excellent behaviour management and de-escalation skills.
- Full driving licence and access to a car.