



STEP Learning Mentor

Role Profile and Person Specification

June 2021

ANGEL OAK ACADEMY

Role Profile

Job Title:	STEP Learning Mentor
Grade Range:	Grade 6 – 9-11
Hours:	35 hours per week work Monday to Friday 8:30am to 4:15pm
Reports to:	Headteacher
Role Purpose and Role Dimensions:	<p>To work with colleagues, teachers, pupils and their families to raise standards of achievement, in particular, pupils facing barriers to their learning.</p>
Commitment to Diversity:	<p>As a member of the Academy Team to take individual and collective professional responsibility for championing the Trust's diversity agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.</p>
Key Internal Contacts:	<ul style="list-style-type: none">▪ School Staff▪ SENCO▪ Headteacher
Key Areas for Decision Making:	<ul style="list-style-type: none">▪ Deciding on the appropriate intervention strategies for pupils▪ Deciding where appropriate to involve outside agencies to support pupils / families▪ Monitoring external support provided to pupils / families

Key Accountabilities and Result Areas:

Main Activities

Key Elements:

This will involve:

- Promote a positive, optimistic attitude to learning and achievement within the school acting as a role model, with pupils and families and the wider community. Challenge and motivate pupils, take advantage of opportunities to improve, promote and reinforce self-esteem.
- Identify students who would benefit from a learning mentor and working with others, draw up and implement a learning plan.
- Develop a mentoring relationship with pupils needing particular support aimed at achieving the goals in the action plan.
- Develop a coordinated learning mentor programme within the school pupil support structure, ensuring clear understanding of the distinctive role of learning mentors.
- Work with pupils, their families and colleagues to identify the barriers to learning for referred pupils and construct agreed support. Be aware of the importance of good achievement and its impact on the life chances of pupils.
- Work with colleagues in the comprehensive assessment of pupils to systematically remove the range of barriers to learning for pupils inside and outside of the school.
- Work with pupils in a wide variety of ways to provide support in achieving their targets, developing, refining and sharing strategies and materials.
- Provide objective and accurate feedback and reports as required, to other staff on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Monitor pupil progress to judge the effectiveness of the support and provide regular feedback to teachers, parents, the pupil and other appropriate professionals. Take rapid action to provide support if difficulties become apparent.
- To Support staff when pupils pose a danger or threat to other pupils or staff and require removing from the classroom or playground environment.
- Dealing with all levels of behavioural issues including serious breaches of discipline, violence and aggression in pupils.
- Liaising with parents to support behaviour management of their children.
- Participate in the development of referral criteria and processes and devise and implement appropriate record keeping and communication programme including setting personal and educational targets.
- Liaise with colleagues in other key stages to support the successful transition of referred pupils
- Have full knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support.
- Participate in Learning Mentor team meetings, in local and national Learning Mentor training and in relevant school meetings and activities
- Within the performance management structure of the school, identify training needs, engage in training activities and respond to actions suggested to improve performance
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- To run before and after school clubs to key pupils.

Key Accountabilities and Result Areas:

Main Activities

Key Elements:

This will involve:

- Establish constructive relationships and communicate with parents/carers, other agencies/professionals, in liaison colleagues, pupils and their families, to support achievement and progress of pupils, exchanging information, and supporting home to school partnership and community links.
- Assist in the supervision, training and development of staff.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Effective organisation, use ICT and administration support e.g. dealing with correspondence, writing clear reports including compilation and analysis of data, keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.
- Duties and responsibilities of the post may change over time as requirements and circumstances change. The person in the post may also be required to carry out such other duties as may be necessary from time to time.

Data Protection

This will involve:

- To be aware of the Trust's responsibilities under the Data Protection Act 1984 for the security, accuracy and relevance of personal data held on such systems and ensure that all administrative and financial processes comply with this.
- To maintain client records and archive systems, in accordance with departmental procedure, policy and statutory requirements.

Confidentiality

This will involve:

- You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employees' access to and use of the Trust's databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Equalities

This will involve:

- The Trust has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination.

Key Accountabilities and Result Areas:

Health and Safety

To contribute as an effective and collaborative member of the School Team

Key Elements:

This will involve:

- Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

This will involve:

- To participate in training to be able to demonstrate competence.
- To participate in first aid training as required.
- Participating in the ongoing development, implementation and monitoring of the service plans.
- Championing the professional integrity of the School Service
- Actively sharing feedback on School policies and interventions

Person Specification

Job Title: STEP Learning Mentor

- Essential knowledge:**
- NVQ 3 or equivalent qualification or experience in relevant discipline.
 - Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation.
 - Working knowledge effective teaching and learning and other relevant learning programmes/strategies (including courses, organisations and agencies).
 - Understanding of issues related to under-achievement and the barriers to learning that some pupils face.
 - DFES National Learning Mentor Training ability and willingness to work towards it.
- Essential skills and abilities:**
- Very good numeracy/communication/literacy skills.
 - Ability to write clear reports including analysis of data.
 - Effective use of ICT and other specialist equipment/resources.
 - Ability to plan, prioritise effectively to meet deadlines and targets.
 - Ability to act on own initiative and be well organised.
 - Advanced ability to communicate effectively with pupils, adults, families and colleagues.
 - Ability to work constructively as part of a team and independently, understanding classroom roles and responsibilities and your own position within these.
 - Ability to develop a school programme for learning mentor work and to collaborate with colleagues in developing an effective pupil support programme.
 - Ability to facilitate multi-agency working.
 - Ability to develop effective working partnerships with pupils and their families, including the ability to motivate and support by developing a wide range of strategies to meet pupils' needs.
 - Ability to self-evaluate learning needs and actively seek learning opportunities.
- Essential experience:**
- Experience working with pupils of relevant age.
- Special conditions:**
- Travel between sites and class locations where appropriate with minimum loss of time.
 - Appropriate first aid training desirable.
 - Attend after school meetings.