



Learning Mentor Job Description

Band 5

Job Purpose

- To support children whose needs have a significant impact on their wellbeing and attainment.
- Improve pupil progress and achievement by helping to minimise barriers to learning and maximise pupil participation
- To promote attendance across the school to improve pupil progress and achievement

Duties and Responsibilities

The following job description is not exhaustive. It is expected that learning mentors will work closely with the senior leadership team to develop the role to reflect the needs and demands of the post.

Under the direction and control of the senior leadership team:

- Monitor individual pupil's progress, achievements and development needs, reporting to the responsible teacher as appropriate.
- Support classroom teachers in delivering high quality teaching, learning and care for children, including those who have specific physical, emotional and educational needs.
- Plan, supervise and support the teaching and learning activities of individuals or groups of children to facilitate progress, wellbeing and ensure safety.
- Use appropriate skills to undertake those activities necessary to meet the needs of individuals and groups of children to ensure they have access to the full curriculum, including those pupils with special educational, physical or emotional needs.
- Assist teachers in the development and implementation of Individual Education/ Behaviour Plans and Health care plans for individuals and groups of children.
- Ensure child protection is maintained by being a Designated Safeguarding Lead (DSL) reporting to other DSL team members and the senior leadership team. Keep clear and detailed records of safeguarding concerns using CPOMS.
- Monitor vulnerable children, using CPOMS to keep track of any concerns and to identify any patterns.
- Plan and lead staff training where appropriate based on areas of subject knowledge including safeguarding, mental health, wellbeing, anger management etc
- Liaise with external agencies, leading and attending meetings when appropriate.
- Provide the link between home and school for vulnerable pupils and families to ensure their needs are met.

- Promote positive mental health and wellbeing for children and staff by being a Mental Health Lead in school.
- Make referrals to external agencies to seek advice and support for children.

Job responsibilities and tasks may include:
--

At Stivichall Primary School, progression from a Higher Learning Teaching Assistant Grade 4 to Higher Learning Teaching Assistant Grade 5 is dependent on an appropriate position becoming available under the staffing structure. Requirements for a Higher Learning Teaching Assistant Grade 5 include appropriate levels of qualifications, experience and expertise.

A Teaching Assistant Grade 5 can expect to have an increased level of responsibility and be increasingly accountable for the outcomes of the pupils they support. This role requires staff to plan, deliver and review learning opportunities for individuals, groups and whole class under the supervision of a more senior member of staff. Learning mentors are required to have NVQ level 4 or equivalent qualifications.

- To devise, implement and evaluate specialised programmes of work to encourage and promote a pupil's social emotional and behavioural development.
- To work with teaching staff and/or other support staff in devising and implementing individual Education / Behaviour plans to promote pupils' academic, social, emotional and behavioural development.
- Carry out interventions such as 'Wishes and feelings', 'Lego therapy', 'Happy to be me' etc
- To plan and facilitate structured games and activities, to support pupils to make appropriate use of unstructured times including organising and running extracurricular activities at break and lunch times.
- To plan and draw up approaches that could be used to support pupils both individually and within a group.
- To work with individuals and groups both within and outside the class room setting
- Help students to manage and resolve conflict by using and teaching them a variety of strategies.
- To observe and monitor pupil progress, adapting an agreed approach to meet particular needs, recording and maintaining records of pupils' development and progress.
- To contribute to the assessment of pupil progress and to produce detailed written reports outlining pupil progress and needs.
- Work effectively and collaboratively with teachers, support staff and external support as required to ensure effective support provision for all our pupils.
- Under the direction of the AHT Inclusion, help to create criteria for identifying those students who need Learning Mentor support.
- Help plan the reintegration of students after extended absence or exclusion.
- Outreach to families whose home circumstances appear to present a significant barrier to successful learning, and work with parents to help the student achieve their targets.
- Lead and attend meetings to support families including CAF meetings, CIN meetings and Early Help meetings.

- Lead, attend and participate in multi-disciplinary meetings contributing to the sharing of information and/or planning in relation to specific pupils.
- Attend meetings as requested by the Senior Leaderships team. Disseminate information back to the Senior Leadership team (and wider school staff if appropriate) in a timely and effective manner for information to be shared across the school.
- To take and write detailed and accurate minutes /notes of meetings led and attended. Ensure these are written up in formal standard English using accurate spelling and punctuation. Upload these to CPOMs and share with attendees and key members of staff within the legal or an appropriate timeframe.
- Liaise with external agencies eg MASH, RAS, CAMHS etc
- Prepare reports of children's progress for external services.
- Log all safeguarding concerns on CPOMs and make any referrals necessary. Work late, past set hours, if dealing with a safeguarding concern to ensure the wellbeing of the child.
- Monitor students' progress before, during and after interventions to measure the impact of the intervention strategy on progress; include student evaluations
- Maintain accurate records of meetings, interventions, support etc as evidence of effective practice, support and guidance
- Set up and running anger management and self-regulation groups where necessary to teach children strategies to use independently.
- Plan and lead whole school assemblies linked to social, emotional, mental health and wellbeing (eg as part of the wellbeing team or inclusion team).
- To work with the staff from secondary schools to ensure smooth transition and induction for Year 6 students moving into year 7.
- Work with other schools to support the induction of children moving from or to other schools to ensure key information is passed on.
- Support children and staff to transition to the next year groups, ensuring children who require additional transition are given the identified support.
- Meet half termly with Deputy Headteacher and attendance officer to review individual pupil's attendance.
- Network with other Learning Mentors to share good practice.
- Model and use de-escalation techniques to support a child if they are unable to regulate their emotions. Model and use Teach Teach restraints to 'hold' a child if they pose physical danger to themselves or others.
- Participate as required in relevant training which has been identified by the members of the Senior Leadership Team.
- Establish constructive relationships with pupils providing feedback to them in relation to progress and achievement as directed.
- Model accurate written and spoken standard English to support children's language development.
- Prepare and maintain equipment and teaching resources for lessons and activities including the control of stock in rooms used for interventions such as the art therapy room and sensory room.

- Undertake supervision and discipline of pupils within the procedures of the school, providing detailed and regular feedback as appropriate.
- Promote pupil independence, reinforcing the pupil's self-esteem through praise and encourage, setting challenging and demanding expectations and promote self-esteem and independence.
- Assist with the implementation of programmes designed by other professionals such as educational psychologists and speech and language therapists.
- Assist teachers in liaising with other professional staff and reporting information from/to parents/carers, contributing to meetings to discuss a specific child's progress as appropriate.
- Use knowledge and skills to cover and teach whole classes when requested by a member of the Senior Leadership Team.
- Assist at an appropriate level, and within the school's protocols, with the provision of general care and welfare of pupils which may include:
 - Assistance with personal hygiene routines, e.g. toilet training, changing of incontinent children, dressing and undressing;
 - The changing of soiled clothing and its disposal in an appropriate way;
 - Assisting with children's injuries and, where appropriately qualified, administering first aid;
 - Assisting with the administering of medicines under the direction of the appropriate medical staff;
 - Assisting with the identification and monitoring of children's general health and welfare.
- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To provide first aid as necessary with appropriate training
- Assist with the supervision of pupils outside of lesson times, including before and after school, during lunchtime and on the playground.
- Assist with group activities within and away from the classroom/school, such as PE, swimming, educational visits.
- Undertake a range of administrative duties relevant to the post.
- Support and contribute to the overall ethos/work/aims of the school.
- Ensure confidentiality is maintained at all times.
- Participate in personal and professional development activities to meet the changing demands of the job, and encourage and support other staff in their development and training.
- Any other duties relevant to the work of the postholder as requested by the Headteacher and Senior Leadership Team.

When working with children who have Special Educational Needs:

- Be aware of children's specific needs following their Education Health and Care Plan (EHCP) or Individual Education/ Behaviour Plan (IEP).
- Follow advice from the class teacher or Senior Leadership team to work with a child on a 1:1 basis or in small group.
- When requested by the AHT for Inclusion, attend and contribute to IEP and annual review meetings.
- Follow provision map allocated by Senior Leadership.
- Identify children's personal, social, emotional and mental health needs and provide appropriate pastoral care.
- Any other duties and responsibilities within the range of the salary grade assigned by the headteacher and leadership team.

All duties and responsibilities must be carried out with due regard to the City Council's Health and Safety Policy.

Post holders will be accountable for carrying out all duties and responsibilities with due regard to the City Council's Equal Opportunities Policy.

Duties which include processing of any personal data, must be undertaken within the corporate Data Protection Guidelines (Data Protection Act 2018).



Learning Mentor Person Specification

Job Title: Teaching Assistant	
Knowledge	<ul style="list-style-type: none"> • Understanding of relevant codes of practice/ and legislation • Knowledge of the National Curriculum and/ or Early Years Foundation Stage Curriculum. • Basic understanding of child development and learning • Training in relevant learning strategies • Basic understanding of specific need such as ASC and Attachment • A good knowledge of on-going developments regarding pastoral care including Safeguarding and the Common Assessment Framework and Early help
Skills and Abilities	<ul style="list-style-type: none"> • Ability to relate well to children and adults • To work constructively as part of a team • Ability to self-evaluate learning needs and actively seek learning opportunities • Act on training provided and share learning with other staff • Ability to plan and lead staff training in areas of expertise • Excellent communication skills including written and oral • Ability to work within the multi-agency approach to support both pupils and families including those in receipt of the Pupil Premium Grant • Has a commitment to our inclusive ethos • Have a flexible and creative approach to solving problems • To effectively use ICT and use of other equipment – DVD, photocopier
Experience	<ul style="list-style-type: none"> • Experience of working with children of relevant age or with specific special needs including ASC, Attachment, SEM+H • Experience of managing challenging behaviours and meeting Special Educational Needs and Disabilities
Educational	<ul style="list-style-type: none"> • Excellent Literacy and Numeracy skills equivalent to GCSE English and Maths • NVQ 4 for Teaching Assistants or equivalent qualifications and/or experience • Training in relevant strategies e.g literacy and/or in particular curriculum/learning area e.g. Special Educational needs • Meet Higher level teaching Assistant Standards
<p>Stivichall Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant's appointment will be subject to satisfactory Enhanced Disclosure from the Disclosure and Barring Service.</p>	