



JOB DESCRIPTION

CHILDREN YOUNG PEOPLE AND FAMILIES PORTFOLIO

This authority / school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

SCHOOL

Hunter's Bar Junior

POST TITLE

LEARNING MENTOR LEVEL 1

ROLE PROFILE

LD3.5

SALARY RANGE

Grade 5 (Actual salary £14,189 - £16,019) dependent upon experience and length of SCC service.

RESPONSIBLE TO

Line Manager as defined in staffing structure

RESPONSIBLE FOR

As defined in staffing structure

HOLIDAY AND SICKNESS COVER

PURPOSE OF JOB

TO PROVIDE SUPPORT AND GUIDANCE TO CHILDREN, YOUNG PEOPLE AND THOSE ENGAGED WITH THEM, BY REMOVING BARRIERS TO LEARNING IN ORDER TO PROMOTE EFFECTIVE PARTICIPATION, ENHANCE INDIVIDUAL LEARNING, RAISE ASPIRATIONS AND ACHIEVE FULL POTENTIAL.

RELEVANT QUALIFICATIONS AND EXPERIENCE

- MINIMUM OF NVQ LEVEL 3 OR EQUIVALENT QUALIFICATION IN RELEVANT FIELD
- EXCELLENT NUMERACY/LITERACY SKILLS – EQUIVALENT TO NVQ LEVEL 2 IN ENGLISH AND MATHS

JOB DESCRIPTION FOR POST OF:- LEARNING MENTOR LEVEL 1

SPECIFIC DUTIES AND RESPONSIBILITIES

The postholder must at all times carry out his/her duties and responsibilities within the spirit of City Council and School Policies and within the framework of the Education Act 2002, and School Standards and Framework Act 1998 with particular regard to the statutory responsibilities of the Governing Bodies of Schools.

MAIN DUTIES AND RESPONSIBILITIES

Provide a complementary service that enhances existing provision in order to support learning, participation and encourage social inclusion

1. Assist children and young people to make a successful transfer between schools/services and transition at key stages in their learning.
 - a. Contribute to the identification of the support needs of individual children and young people at the point of transfer between schools or services and transition between the different phases of their education and learning.
 - b. Support the speedy and effective transfer of information within and across schools or services and settings.
 - c. Contribute to the continuity of support to children and young people throughout the process of transfer and transition including participation in summer schools.
2. Contribute to the comprehensive assessment of children and young people entering schools or services and the review of their progress and achievements.
 - a. Contribute to the overall assessment of children and young people entering or returning to school in order to identify learning mentor needs.
 - b. Work closely with others to achieve a full and shared understanding of the needs of individual children and young people and contribute to target setting.
 - c. Contribute to the identification of existing and potential barriers to learning and progress and facilitate access to appropriate forms of mentoring support to overcome them.
3. Contribute to the identification of barriers to learning for individual children and young people and provide them with a range of strategies for overcoming the barriers.
 - a. Work with the SENCO and/or senior leadership team to ensure the needs of looked after children, gifted and talented children and those with special educational needs are met.
 - b. Identify the barriers to learning in relation to behaviour, motivation, aspirations and academic achievement
 - c. Respond to identified barriers to learning by providing access to learning mentor support for all children and young people
 - d. Contribute to the development of individual and group programmes to support children and young people to learn more effectively including the establishment of out of school study support and activities.

Develop and maintain effective and supportive mentoring relationships with children and young people and those engaged with them

4. Establish and develop effective one to one mentoring and other supportive relationships with children and young people.
 - a. Develop mentoring relationships which motivate, challenge and empower children and young people to further learning
5. Develop, agree and implement a time bound action plan with groups and individual children and young people and those involved with them based on a comprehensive assessment of their strengths and needs.
 - a. Collect information, contribute to its assessment and review the outcomes of information gathering with others
 - b. Review assessment outcomes with the individual child or young person and consider alternative support options
 - c. Set targets, agree and record a plan of action with outcomes, review points and an exit strategy
 - d. Work with the young person on specific aspects of need through a range of strategies and structured interventions
 - e. Monitor progress of individual children and young people against mutually agreed objectives at regular intervals and set new targets if appropriate including agreement on exit strategies.
6. Facilitate access to specialist support services for children and young people with barriers to learning.
 - a. Identify appropriate support services within and outside the school or service and negotiate their possible role with the child or young person
 - b. Facilitate contact with the relevant agency and support the child or young person through the process
 - c. Monitor and record the effectiveness of the referral with both the agency and the child or young person on a regular basis and agree any further involvement.
7. Assist in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement.
 - a. Contribute to the monitoring of attendance and support action to tackle low attendance including development of initiatives to reduce absence.
 - b. Contribute to data analysis and tracking which helps to identify early signs of disengagement
 - c. Assist in the identification of those children and young people at risk of early exclusion from mainstream provision, establish the individual reasons for potential exclusion and assist in the development of programmes which promote social inclusion
 - d. Help identify personal, community, family and school based issues which are having an adverse effect on individual children and young people
 - e. Contribute to the development and delivery of programmes which assist children and young people to develop positive attitudes towards themselves and others, encourage enhanced motivation, self esteem and educational achievement.
8. Operate within legal, ethical and professional boundaries when working with children and young people and those involved with them.
 - a. Maintain appropriate professional boundaries in all contacts and support of children, young people, their families and carers
 - b. Follow agreed reporting and case review procedures involving colleagues and line managers as required

- c. Maintain the health, safety, protection and well being of children and young people throughout the mentoring process
- d. Promote the child's or young person's equality, diversity, rights and responsibilities

Work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to children and young people

- 9. Develop and maintain appropriate contact with families and carers of children and young people who have identified needs including Looked After Children.
 - a. Establish and develop appropriate contact and rapport with families and carers and involve them in the support process
 - b. Identify the information needs and support needs of families and carers and facilitate access to appropriate provision to support the child's/young persons learning
 - c. Involve families and carers in setting targets and planning courses of action to support achievement and agree with them how progress will be monitored and recorded
 - d. Keep families and carers informed of the individual action plans to support and encourage their active participation in the process
 - e. Provide regular opportunities to monitor the progress of individual children and young people and help empower families and carers to resolve issues they may have.
 - f. Review and agree the continuing role of families and carers in the support of children and young people and how progress will be monitored and recorded
 - g. Contribute to the delivery of parental support groups.
- 10. 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 and young people.
 - a. Support the effective gathering, collation and exchange of information between individuals and agencies.
 - b. Work closely with others in the school or service to set targets, agree action and evaluate outcomes.
 - c. Develop and maintain a comprehensive network of support agencies, individuals and opportunities which can assist children and young people.
- 11. Contribute to the identification and sharing of good practice between individuals and partner agencies to enhance mentoring provision.
 - a. Network with other Learning Mentors and share best practice.
 - b. Attend meetings within the Service District as required to contribute to the development of policies, procedures and activities.

Promote learning mentor provision and raise standards of service

- 12. Contribute to the development of policies and practices which will promote social inclusion, engagement and educational achievement.
 - a. Ensure policies in relation to health and safety, child protection and ethical practice are implemented and any issues raised with the appropriate person.
- 13. Contribute to the promotion, monitoring and evaluation of learning mentor provision across schools and services.

- a. Contribute to partnership and Service District plans ensuring school or service views are represented
- b. Contribute to the development and implementation of quality standards for the delivery of learning mentor provision across schools.

Continuous Professional Development

- 14. Participate in and attend training as required
- 15. Develop and maintain a sound working knowledge of the key legislation, entitlements, obligations and powers of all individuals engaged with children and young people to contribute to the delivery of services within the school or service.
- 16. Attend meetings as required

Any other duties and responsibilities appropriate to the grade and role.

All the above duties and responsibilities to be carried out in according with Sheffield City Council's Policies (and/or Policies adopted by the School Governing Body), Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety.

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