

Person Specification for Learning Mentor

Grade 6

Specification	Essential	Desirable
Qualifications and training	A good general education Grade C+ GCSE English & Maths or equivalent.	Evidence of qualifications in this area. Qualifications in ICT
Experience	Experience of successful working with vulnerable and/or disengaged young people.	Experience of working with children with SEN and challenging pupils, preferably secondary age.
Qualities, skills, knowledge and abilities	<p>A positive interest in working with children and the ability to develop positive relationships</p> <p>Ability to get the best out of children and demonstrate their progress.</p> <p>A sense of humour</p> <p>Adaptability</p> <p>Able to work on own and as part of a team.</p> <p>Ability to build good working relationships with a range of colleagues</p> <p>Confidence to run effective, targeted support groups</p> <p>A clear communicator</p> <p>Ability to work calmly and with patience</p>	An interest in ICT
Health	<p>A good attendance record.</p> <p>Evidence of the stamina required to cope with the demands of the post.</p>	
References	Supportive	

JOB DESCRIPTION



Learning Mentor to Support Pupil Premium and Vulnerable Pupils

Grade: 6 (30 hours per week, term time only + 5 extra days)

Role: To work as part of the Learning Support Team in supporting vulnerable pupils in Literacy within the classroom and via small focused learning groups

Line Manager: Pastoral Leader/s

Work in partnership with: Pastoral Leader, SENCO, Head of English and class teachers

Duties:

- To develop an understanding of the learning needs and barriers to the pupils concerned
- To take into account the pupils' needs and ensure their access to the lesson/group work and its content through appropriate clarification, explanation, equipment and materials
- To build and maintain strong successful relationships with the pupils, treat them consistently, with respect and consideration
- To help promote independent learning
- To help reinforce learning
- To support pupils in recording work in an appropriate way
- To support pupils to further develop their study and organisational skills
- To help keep pupils on task and to build motivation
- To model good practice
- To help build pupil confidence and enhance self esteem

In relation to the teacher

- To have formal and informal meetings with Heads of Department and teachers to contribute to planning lessons or activities
- To prepare materials and resources
- To prepare students beforehand for a task
- To work on differentiated activities with identified groups
- To support teachers in implementing specific teaching programmes
- To supervise practical tasks
- To carry out structured classroom assessment, observation and feedback outcomes
- To be involved in keeping records and evaluating students' progress

In relation to School

- To work as part of a team, line managed by the Pastoral Leader in relation to individual students, liaising, advising and consulting where appropriate
- To support implementation of school policies and procedures, including those relating to confidentiality and behaviour
- To identify personal training needs and to attend appropriate internal and external in-service training
- Any other tasks as directed by the Head Teacher which fall within the purview of the post

Supervision Arrangements:

Half - Termly reviews of performance with Pastoral Leader.

Regular meetings

Observation of classroom practice by line manager.