

MILLOM SCHOOL

JOB TITLE: Learning Mentor – with specific focus on attendance

RESPONSIBLE TO: Directors of Learning/Assistant Headteacher

JOB PURPOSE

To integrate learning mentor support and processes with other provision within the school and elsewhere in order 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.

Principal Accountabilities

- 1 Provide a complementary service that enhances existing provision in order to support learning, participation and encourage social inclusion by:**
 - 1.1 Assisting children and young people to make a successful transfer between educational establishments and transition at key stages in their learning
 - 1.2 Contributing to the comprehensive assessment of children and young people entering educational establishments and the review of their progress and achievements
 - 1.3 Contributing 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

- 2 Develop and maintain effective and supportive mentoring relationships with children, young people and those engaged with them by:**
 - 2.1 Establishing and developing effective one-to-one mentoring and other supportive relationships with children and young people
 - 2.2 Developing, agreeing and implementing 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
 - 2.3 Facilitating access to specialist support services for children and young people with barriers to learning
 - 2.4 Assisting in the identification of early signs of disengagement and contributing to specific interventions to encourage re-engagement
 - 2.5 Operating within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them

- 3 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 by:**
 - 3.1 Developing and maintaining appropriate contact with the families and carers of children and young people who have identified needs
 - 3.2 Negotiating, establishing and maintaining effective working partnerships with other agencies and individuals in order to address needs and help remove barriers to learning for children and young people
 - 3.3 Contributing to the identification and sharing of good practice between individuals and partner agencies to enhance mentoring provision

4 Promote learning mentor provision and raise standards of service by

- 4.1 Contributing to the development of policies and practices which will promote social inclusion, engagement and educational achievement

5 Integrating learning mentor support and processes by:

- 5.1 Ensuring that learning mentor provision is a part of policy and practice

Key Tasks

1.1 Assisting children and young people to make a successful transfer between educational establishments and transition at key stages in their learning

- 1.1.2 Contribute to the identification of the support needs of individual children and young people at the point of transfer between establishments and transition between the different phases of their education and learning?
- 1.1.3 Support the speedy and effective transfer of information within and across educational establishments and settings
- 1.1.4 Contribute to the continuity of support to children and young people throughout the process of transfer and transition

1.2 Contributing to the comprehensive assessment of children and young people entering educational establishments and the review of their progress and achievements

- 1.2.1 Contribute to the overall assessment of children and young people entering or returning to school in order to identify learning mentoring needs
- 1.2.2 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
- 1.2.3 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

1.3 Contributing 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

- 1.3.1 Contribute to the identification of the barriers to learning for those with special gifts and/or talents and needs
- 1.3.2 Identify the barriers to learning in relation to behaviour, motivation, aspirations and academic achievement
- 1.3.3 Respond to identified barriers to learning by providing access to learning mentor support for all children and young people
- 1.3.4 Contribute to the development of individual and group programmes to support children and young people to learn more effectively

2.1 Establish and develop effective one to one mentoring and other supportive relationships with children and young people

- 2.1.1 Agree ways of working together which develops and maintains trust, encourages engagement and agrees an exit process
- 2.1.2 Identify roles, expectations and mutual responsibilities within the mentoring relationship
- 2.1.3 Agree how personal information will be used and exchanged with others within agreed confidentiality policies
- 2.1.4 Agree how liaison with families or carers will take place and how the child or young person may be involved including issues of parental consent
- 2.1.5 Agree how the learning mentor will work with others to support the child or young person's continued engagement with learning
- 2.1.6 Develop mentoring relationships which motivate, challenge and empower children and young people to further learning
- 2.2 Developing, agreeing and implementing 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**
- 2.2.1 Collect information, contribute to its assessment and review the outcomes of information gathering with others
- 2.2.2 Review assessment outcomes with the individual child or young person and consider alternative support options
- 2.2.3 Set targets, agree and record a plan of action with outcomes, review points and an exit strategy
- 2.2.4 Work with the young person on specific aspects of need through a range of strategies and structured interventions
- 2.2.5 Monitor the progress of individual children and young people against mutually agreed objectives at regular intervals and set new targets if appropriate
- 2.2.6 Agree a supportive exit strategy
- 2.3 Facilitating access to specialist support services for children and young people with barriers to learning**
- 2.3.1 Identify appropriate support services within and outside the institution/ organisation and negotiate their possible role with the child or young person
- 2.3.2 Agree mutual roles and responsibilities and information exchange protocol with the receiving agency and provide accurate and complete information
- 2.3.3 Facilitate contact with the receiving agency and support the child or young person through the process
- 2.3.4 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
- 2.4 Assisting in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement**
- 2.4.1 Contribute to the monitoring of attendance and support action to tackle low attendance

- 2.4.2 Contribute to data analysis and tracking which helps to identify early signs of disengagement
- 2.4.3 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
- 2.4.4 Help identify personal, community, family and school-based issues which are having an adverse effect on individual children and young people
- 2.4.5 Contribute to the development and delivery of programmes which assist children and young people to develop positive attitudes towards themselves and others
- 2.4.6 Contribute to the development and delivery of programmes which reduce the number of days lost to learning through low attendance or internal/external truancy
- 2.4.7 Contribute to the planning, development and delivery of programmes which encourage enhanced motivation, self-esteem and educational achievement

2.5 Operating within agreed legal, professional and ethical boundaries when working with children and young people and those involved with them

- 2.5.1 Identify the legal framework relating to working with children and young people and its impact on the learning mentor role
- 2.5.2 Maintain appropriate professional boundaries in all contacts and support of children, young people, their families and carers
- 2.5.3 Follow agreed reporting and case review procedures involving colleagues and line managers as required
- 2.5.4 Maintain the health, safety, protection and wellbeing of children and young people throughout the mentoring process
- 2.5.5 Promote the child's or young person's equality, diversity, rights, and responsibilities
- 2.5.6 Ensure own professional competence remains sufficient to provide effective support to children and young people

3.1 Develop and maintain appropriate contact with the families and carers of children and young people who have identified needs

- 3.1.1 Establish and develop appropriate contact and rapport with families and carers and involve them in the support process
- 3.1.2 Identify the information and support needs of families and carers and facilitate access to appropriate provision to support the child's/young person's learning
- 3.1.3 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
- 3.1.4 Keep families and carers informed of the individual action plans to support and encourage their active participation in the process
- 3.1.5 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

3.1.6 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

3.2 Negotiating, establishing and maintaining effective working partnerships with other agencies and individuals in order to help remove barriers to learning for children and young people

3.2.1 Promote the effective gathering, collation and exchange of information between individuals and agencies

3.2.2 Provide a significant focal point for children and young people identified as being at risk from under-achieving in conjunction with others

3.2.3 Work closely with others in the institution/organisation to set targets, agree action and evaluate outcomes

3.2.4 Develop and maintain a comprehensive network of support agencies, individuals and opportunities which can assist children and young people

3.2.5 Establish a system to develop and maintain effective links with relevant community and voluntary organisations in contact with children and young people

3.2.6 Establish and maintain effective links and dialogue with those providing other mentoring opportunities in the wider community

3.3 Contributing to the identification and sharing of good practice between individuals and partner agencies to enhance mentoring provision

3.3.1 Review own practice and contribute to the evaluation of learning mentor provision

3.3.2 Contribute to team and whole-institution/organisation reviews of the learning mentor provision and its effectiveness

3.3.3 Identify good practice and share it with others in order to enhance mentoring provision

4.1 Contributing to the development of policies and practices which will promote social inclusion, engagement and educational achievement

4.1.1 Develop an understanding and sound working knowledge of the values and structures of the educational institution/organisation

4.1.2 Develop a sound working knowledge of the key legislation, entitlements, obligations and powers of all individuals engaged with children and young people

4.1.3 Agree own role and those of others involved, and determine effective ways of working which will achieve set objectives and benefit the child or young person

4.1.4 Contribute to equality of opportunity and diversity policies and programmes in relation to discriminatory behaviour

4.1.5 Contribute to policies and programmes which challenge bullying and harassment

4.1.6 Perform learning mentor role within agreed line management of the educational institution/organisation

4.1.7 Review learning mentor performance in line with institution/organisation management systems

4.1.8 Contribute to quality assurance of learning mentor provision

5.1 Ensuring that learning mentor provision is a part of policy and practice

5.1.1 Assisting educational institutions/organisations to integrate and implement learning mentor provision into its policies and practices

5.1.2 Providing appropriate awareness raising and training in relation to learning mentors for others in the education institution or outside organisation

5.1.3 Review learning mentor performance in line with institution/organisation management systems

5.1.4 Provide a network of support and disseminate good practice and provide training and support to the mentor team and others

5.1.5 Contribute to the development of working protocols with other partner agencies

5.1.6 Contribute to the coordination of the activities of those supporting individual children or young people

5.1.7 Contribute to and advise on whole institution/organisational policies on learning mentor Continued Professional Development

5.1.8 Contribute to the integration of learning mentor provision within broader policies and strategies of the educational institution/organisation

**CUMBRIA COUNTY COUNCIL
CHILDREN'S SERVICES**

Person Specification –Learning Mentor – with specific focus on attendance

	ESSENTIAL	DESIRABLE
Qualification / Training / Competencies	<p>Relevant NVQ 3 or equivalent qualification or 3 years full-time or 5 years part-time or experience.</p> <p>Good numeracy and literacy skills</p> <p>Training in relevant strategies</p>	Additional specialist qualification.
Relevant Experience	<p>Range of experiences of working with disaffected pupils in a learning environment.</p> <p>Experience of working in a school or unit setting.</p>	<p>Experience of working with pupils of relevant age.</p> <p>Experience of working in another service to young people.</p>
Knowledge	<p>Full working knowledge and understanding of relevant policies/codes of administrative practice/legislation.</p> <p>Working knowledge of curriculum development and national and foundation stage curriculum and other relevant learning programmes and strategies.</p> <p>Knowledge and understanding of principles of child development and learning processes</p> <p>Understanding of statutory frameworks relating to teaching</p>	
Skills	Experience of self-evaluating learning needs and actively seeking learning opportunities to improve own practice and	

	<p>knowledge.</p> <p>Effective use of ICT to support learning.</p> <p>Mentoring/counselling skills</p> <p>Experience of forming positive relationships with pupils who are difficult to manage and engaging them in learning.</p>	
Personal Skills	<p>Proven leadership skills.</p> <p>Experience of relating well to pupils and adults.</p> <p>Experience of working constructively as a leader of a team, understanding roles and responsibilities and own position within these.</p> <p>Experience of prioritising tasks and acting on own initiative.</p> <p>Experience of identifying and working towards specific goals with pupils to achieve their full potential.</p>	
Special Circumstances	<p>Occasional attendance at meetings outside normal hours.</p>	