**Job Description**

|  |  |
| --- | --- |
| **Name:** Learning Mentor | **Starting Date:** TBC |
| **Salary Grade:**  Grade G  Salary £24,702 - £26,421 FTE  Actual salary £21,695.19 - £23,204.95 | **Status of Post:**Permanent  **Hours:**  37 hours per week, 40 weeks per year |
| **Responsible to:** Assistant Headteacher | **Responsible for:** Support for students to self-regulate and remain engaged in class and in learning |

**KEY TASKS:**

* **To work across the provision where needed, supporting students to self-regulate and access learning.**
* **To provide mentoring support to specified individuals or groups of students in order to support regulation, raise motivation and limit barriers to achievement.**
* **To deliver tailored programmes to specified students to support social and emotional wellbeing, help raise levels of achievement and realise potential.**
* **Support the introduction and implementation of agreed whole school approaches, across the school, to support social, emotional, and mental wellbeing in the classroom**

**Main Responsibilities and Duties:**

**Support for students to self-regulate and develop positive behaviours for learning:**

* Provide targeted and tailored support for dysregulated students, and to those requiring intervention, in line with support plans and EHCP outcomes
* Address barriers to learning, focusing primarily, but not exclusively, on disengaged students who are underachieving
* Act as a bridge across academic and pastoral support roles with the aim of ensuring that individual students engage more effectively in learning and achieve appropriately.
* Provide support that is additional and complimentary to existing school provision eg Zones of Regulation, Protective Behaviours
* Encourage the ownership of responsibility, explore goals, provide confidence –building to motivate and support students. This may include formal strategies to improve performance eg assist students to integrate with peers more successfully
* Work with individual students who have been identified as disengaged, underperforming or who have asked for help, using tailored activities (e.g. games, chats, worry box) to identify and investigate barriers to learning.
* Devise and implement individual mentoring programmes that remove barriers to learning and assist students to gain self-confidence and improve their performance.
* Monitor progress to ensure support is effective and productive. This may include the setting of SMART targets with students to encourage their involvement and progress.
* Compile records and progress reports for each student as appropriate for the mentoring process and accessible to appropriate members of staff so that the mentoring service is accountable and quantifiable in terms of its effectiveness.
* Where appropriate arrange and run group sessions for students with common needs, e.g. friendship groups, revision sessions, informative sessions on personal hygiene, to support the mentoring process.
* Develop contact with families/carers of students who have identified needs as appropriate to keep them informed of progress and secure positive family support for the student and maintain good working relations between home/school.
* Signpost students to external agencies as appropriate in order to acquire additional personal or educational support for them, or liaise with external agencies to provide students, parents/carers with information on extra support they can access themselves.
* To keep accurate records of work undertaken.
* Maintain confidentiality and comply with GDPR in all undertakings.

**Support for the team to support their students to self-regulate and develop positive behaviours for learning:**

* Suggest tactics to improve student performance and providing encouragement and support.
* Liaise with the teaching staff to aid student regulation, performance and support – may also liaise with parents/carers. The role will include pastoral and academic support.
* Participate as required in meetings with professional colleagues and parents in respect of duties and responsibilities of the post.

**Support for the wider school:**

* To support leaders in the quality assurance process, and gathering performance information, to support the self-review and continuous improvement
* Work as part of the multi-disciplinary team, across the school, to promote positive behaviours for learning
* Work with the Wellbeing Support Officers to support student mental health and wellbeing where necessary
* Support in classes where needed across the whole school.
* To fulfil any duties as reasonably directed by the headteacher or senior leadership team.

# Note

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.