



ST MARY'S COLLEGE

JOB DESCRIPTION & PERSON SPECIFICATION

SECTION: PASTORAL **GRADE:** 4
JOB TITLE: LEARNING MENTOR **DATE PREPARED:**
JOB HOLDER: **REPORTING TO:** HEAD OF YEAR

DIGNITY AT WORK: To show, at all times, a personal commitment to treating all students and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the School's Equal Opportunities in Employment Policy.

PURPOSE: To work collaboratively with teachers and other support staff to address the needs of students who need to overcome barriers to learning, inside and outside the school. To encourage raised attainment through home learning/coursework, by working in partnership with teachers, parents and students to improve levels of completion. To work closely with Academic and Pastoral staff in all aspects of their role.

PRINCIPAL ACCOUNTABILITIES:

Please note decision making must be included within the Principal Accountabilities

1.	To promote and safeguard the welfare of children and young people.
2.	To complete the daily attendance for the year group, communicating with families when students are absent and ensuring that all students are accounted for throughout the school day. To conduct and accompany staff on home visits for students who are currently not in school who require a welfare check.
3.	To support students in overcoming barriers to learning through individualised support; meeting students one to one and monitoring their progress both academically and pastorally.
4.	To carry out a variety of administrative tasks to help the running and monitoring of the year group. This includes but is not exhaustive of: daily notifications to students and parents, updating spreadsheets, recording keeping and filing paperwork.
5.	To develop and maintain effective and supportive relationships with children and families; this involves regular communication with parents and carers.
6.	To aid students in the curriculum by monitoring behaviour hot spots and identifying lessons where individuals require additional pastoral support.

7.	To undertake regular training and CPD to be well equipped to facilitate support for individuals experiencing a variety of issues including social, emotional and mental health.
8.	To communicate with the tutor team and the wider staff body about individual students when additional support is required.
9.	To act as a role model at all times; upholding and living out our core values of forgiveness, reconciliation and respect.
10.	To work with specific cohorts of students regarding their behaviour, attendance and punctuality as directed by the Head of Year.

The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on St Mary's College, as your employer and you as an employee of the school. In addition to the School's overall duties, the post holder has personal responsibility for their own health & safety and that of other employees; additional and more specific responsibilities are identified in the School's H&S policy

GENERAL:

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The post holder must be flexible to ensure the operational needs of the School are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the School.

DIMENSIONS:

All sections should be completed – if there aren't any state 'none'

1. Responsibility for Staff:

N/A

2. Responsibility for Customers/Clients:

Responsible for supporting the learning and welfare of students on their caseload.
Responsible for ensuring good order in groups of students under their supervision.
Responsible for keeping parents informed about progress.

3. Responsibility for Budgets:

N/A

4. Responsibility for Physical Resources:

N/A

WORKING RELATIONSHIPS:

All sections should be completed – if there aren't any state 'none'

1. Within Service Area/Section:

Supports and advises students.

Provides complimentary service to teachers/pastoral staff in meeting the student's needs.

Works collaboratively with other school staff to address student issues.

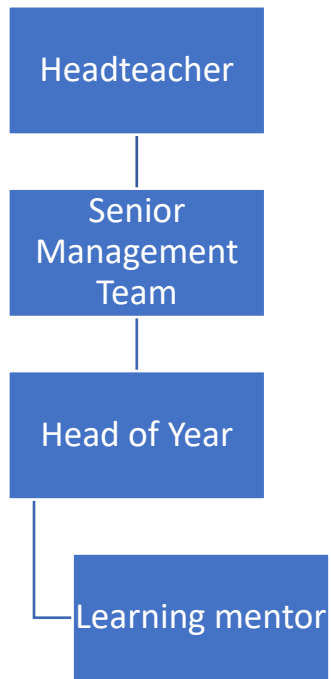
2. With Any Other Areas

To liaise with social care and other professionals under the direction of the Head of Year.

3. With External Bodies to the School

To liaise with social care and other professionals under the direction of the Head of Year.

ORGANISATION CHART:



	<i>Tick relevant level for each category</i>						Supporting Information (if applicable)
	Not applicable	Low	Moderate	High	Very High	Intense	
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).		√				N/A	
WORKING CONDITIONS: Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		√				N/A	
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.			√				

PERSON SPECIFICATION		Tick relevant column		List code/s*
		Essential	Desirable	How identified
<p>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</p> <p><i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/Assessment, P = Presentation</i></p>				
1.	Qualifications:			
	GCSE Maths and English at Grade 4/5 or above, or equivalent literacy and numeracy qualification.	√		CQ
	Safeguarding Level 1 (to be obtained upon appointment)	√		CQ
	Counselling qualification		√	CQ
	ECDL or equivalent		√	CQ
2.	Relevant Experience:			
	Experience working with families and young people		√	AF
	Experience working in an educational environment		√	AF / I
	Experience working with multi-agencies		√	AF / I
	Experience of motivating people	√		I
	Experience of working with young people who have multiple disadvantages		√	AF / I
3.	Skills (including thinking challenge/mental demands):			
	Motivation to work with children and young people	√		I / R
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	√		I / R
	Ability to work as part of a team	√		I / R
	Ability to consult and negotiate effectively with a range of stakeholders	√		I / R
	Ability to work under own initiative	√		I / R
	Ability to work well under pressure and deal with difficult / challenging situations	√		I / R
	Ability to relate to young people	√		I / R
4.	Knowledge:			
	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	√		I
	An understanding of legislation relating to behaviour management		√	I
	An understanding of legislation relating to attendance		√	I
	A knowledge of homework / coursework requirements and school curriculum		√	I
5.	Interpersonal/Communication Skills:			
	Verbal Skills			
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people.	√		I / R
	A proven record of influencing / advocacy / negotiating and listening skills	√		I / R

PERSON SPECIFICATION		Tick relevant column	List code/s*	
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	Diplomacy and the ability to communicate at all levels	√		I / R
Written Skills				
	Exchange complicated or sensitive information to a range of audiences and write detailed reports which will support day to day decisions.	√		AF / I / R
6.	Verbal			
	Influencing, caring, advocacy, negotiating, training skills are required.	√		AF / I / R
<p>The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.</p>				
7.	Competencies:			
	The competencies listed below are all essential requirements for working at school in any post; however, those that have been ticked as essential have been identified as key competencies for this role and will be measured as part of the selection process. They are not required to be addressed in the candidate's application form.			
	Creates, communicates and contributes to the delivery of the vision for the future of St Mary's College	√	N/A	
	Strives for excellence; continually looking for ways to improve your own performance and that of the school	√	N/A	
	Gathering and analysing information to ensure that decisions are robust and based on thorough analysis.		N/A	
	Planning and managing workloads; prioritising activities and ensuring the resources are in place to achieve a successful outcome.		N/A	
	Communicating openly and honestly; taking time to listen to the needs of others and shaping your message to best convey your position.	√	N/A	
	Building and maintaining strong working relationships to help the school deliver a better service to its students	√	N/A	
	Are committed to developing your own skills, knowledge and competencies and supporting others in doing the same	√	N/A	
8.	Additional Requirements:			
	None		N/A	
9.	Disclosure of Criminal Record:			

PERSON SPECIFICATION		Tick relevant column		List code/s*
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	The successful candidate's appointment will be subject to the school obtaining a satisfactory Enhanced Disclosure from the Criminal Records Bureau (if ticked as an essential requirement).	√	N/A	CRB Disclosure
	If the postholder requires a CRB disclosure the candidate is required to declare full details of everything on their criminal record.	√	N/A	AF (after short listing)
	If the postholder does not require a CRB disclosure the candidate is required to declare unspent convictions only.		N/A	AF (after short listing)

IF THIS IS A NEW OR CHANGED JOB THEN [APPENDIX D](#) MUST BE COMPLETED BEFORE SUBMISSION TO THE JOB EVALUATION TEAM