**JOB DESCRIPTION**

|  |  |
| --- | --- |
| Job Title: Learning Mentor | Scale 4 SCP 7-10 term time only Pro rata  Fixed term post - Maternity Cover |
| School: Francis Barber PRU | Date: October 2021 |
| Responsible to : Head of School | |
| Responsible for: Pupil progress programmes | |

**Main Job Purpose:**

* The post holder will take responsibility for ensuring small groups of pupils engage and are supported in making progress in lessons
* The post holder will support pupils on a 1:1 basis as necessary
* The post holder will take responsibility for ensuring the literacy or reading programmes are administered and resources are well organised
* Provide support in other lessons or cover lessons as needed
* Provide support to ensure smooth running of pupil break times
* Support pupil learning offsite including at Providence when required

**Main Duties and Responsibilities**

* Support pupils in lessons and sessions both onsite and offsite (when needed)
* Support Pupils in engaging with and making progressing with a range of Literacy and other programmes in small groups and in 1:1 sessions
* Support in the smooth running of the literacy and other interventions for pupils
* Support staff in ensuring pupils are accessing their intervention offers

**Communication**

* Liaise effectively with other colleagues within Francis Barber about literacy and other programmes
* Ensure there are displays relating to literacy and other programmes and that they are regularly updated
* Liaise with parents as a keyworker
* Engage pupils effectively with teaching programmes
* Record and administer assessments for the programmes as necessary

**Francis Barber – General**

* Develop resources relating to literacy and other programmes and share with colleagues
* Ensure displays are accurate and relevant and updated regularly
* Carry out student supervision duties immediately before and after the PRU day, at break and lunchtimes
* Lead sessions with small groups of pupils and individuals as the timetable demands.
* Take a role in Keyworking meetings and other meetings as required
* Participate in annual reviews of performance providing clear evidence of impact
* Participate in training as appropriate
* Support Pupil Progress Leaders with examination timetable and invigilate examinations as required
* Ensure all appropriate information and communications are disseminated to appropriate staff

**Generic Duties and Responsibilities**

* To comply with all the school’s codes of practice, policies and procedures, including the code of conduct, and those relating to child protection, data protection and health and safety.
* To be committed to the promotion of equality, diversity and inclusion within the whole school community and maintain an awareness of the school’s equalities policy statement; to work to create and maintain a safe, supportive and welcoming environment where everyone is treated with dignity and their identity and culture are valued and respected; to report any instances of inappropriate behaviour or discrimination immediately.
* To be fully aware of and understand the duties and responsibilities arising from the Children’s Act 2004, the London Child Protection Procedures and Working Together and Keeping Children Safe in Education in relation to child protection and safeguarding children and young people as this applies to your role within the council. To also be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to your work role. To ensure that your line manager is made aware and kept fully informed of any concerns which you may have in relation to safeguarding and/or child protection.
* To carry out any other reasonable duties and responsibilities within the overall function, commensurate with the grading and level of responsibilities of the post as requested by the Headteacher.

**PERSON SPECIFICATION**

|  |  |  |
| --- | --- | --- |
| **Job title:** Learning Mentor Literacy and/or Numeracy | **Grade** 5 SCP 12 | **Date: October 2021** |

|  |  |
| --- | --- |
| **A: application form (for shortlisting), I: interview, T: test, C: original certificate** | |
| **Requirements** | **Assessed by: A / I / T / C** |
| **Experience** | |
| 1. Be able to demonstrate the ability to organise own time. 2. Ability to engage constructively with, and relate to, a wide range of young people and families/carers of different ethnic and social backgrounds. | I, A  I, A |
| 1. Ability to work effectively with all staff and senior management of the PRU, local schools and range of external agencies. | I, A |
| 1. Experience of planning and evaluation and ability to identify potential barriers to learning and jointly engage in strategies to overcome these. | I, A |
| 1. Experience of working with young people with additional needs. | A |
| 1. Ability to relate well to young people and adults and a commitment to maximising the academic, personal, social and emotional development of all students. | A |
| 1. Possess a professional demeanour and demonstrate professional standards | A, I |
| **Qualifications** | |
| 1. GCSE at grade C or above or equivalent in English and Maths | C |
| 1. Degree or equivalent in a relevant subject | C |
| 1. Mentoring or coaching qualification | C |
| **Knowledge & Skills** | |
| 1. Ability to communicate effective with a wide range of audiences from pupils, parents, professionals form other agencies and colleagues within the school. | I |
| 1. Ability to use ICT systems to access pupil information and create reports and letters, | A, T |
| 1. An understanding of the complex nature of pupil needs and the wide range of support available including the team around the child | A |
| 1. Ability to organise resources and make plans for pupils and be able to share these with others and have well developed administration skills. | I, A |
| 1. Be resilient and demonstrate ability to work well under pressure. | I |
| 1. Able to adopt a flexible working practice. | I |
| 1. Excellent record of attendance and punctuality. | I |
| 1. An understanding of the school’s equal opportunities policy in respect of service delivery and an awareness of the needs of differing cultural groups and other minority groups. | I |
| 1. Awareness and understanding of the duties and responsibilities arising from the Children Act 2004 and Working Together in relation to child protection and safeguarding children, young people and vulnerable adults. | I |