

**The Bemrose School**  
**Learning Mentor**  
**Job Description**  
**Scale 5 [SCP 14 to 17]**

The Bemrose School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

**Salary:** Scale 5 SCP 14 to 17 Actual Salary [£26,967 to £28,320]

**Hours:** 8am to 4pm Monday to Thursday and 8am to 3.30pm Friday

37 hours per week [42 weeks per year]

**Contract type:** Full Time Permanent

**Reporting to:** Head of School

### **Main purpose**

To support pupils who are facing difficulties in school because of issues related to social, emotional, personal, behavioural problems or other factors. To help these pupils overcome their barriers to learning and fully engage with lessons to become more effective learners, and to improve academic and pastoral progress.

### **Duties and responsibilities**

#### **Teaching and learning**

- Promote consistently high expectations of all pupils and make sure they're making good progress by offering targeted academic and pastoral support
- Identify pupils or groups of pupils who are facing learning difficulties, and put initiatives in place to address the barriers to learning they're experiencing
- Promote and support inclusion for all pupils, including those with special educational needs (SEN), English as an additional language (EAL) or with a physical disability
- Develop individual and group mentoring programmes, creating space for pupils to receive academic and personal support from staff and peers
- Role model good levels of literacy and numeracy, and encourage improvement in these areas among pupils who are struggling
- Develop action plans for pupils facing particular difficulties, and work with staff and parents/carers to put them in place
- Support pupils' successful transition to the next phases of education
- Where appropriate, visit pupils at home to discuss issues and plan next steps

#### **Behaviour and safeguarding**

- Work with parents/carers, pupils and staff to create open discussions about pupils' needs, the school's expectations and what appropriate support looks like
- Work with pupils to demonstrate and encourage good behaviour in line with the school's behaviour policy

- Support the physical and emotional wellbeing of pupils, encouraging confidence and self-esteem through listening to them, and through individual and group support
- Follow all relevant legislation, guidance and procedures regarding child protection, safeguarding, and health and safety
- Support the attendance and punctuality of all pupils, to support the work to improve attendance rates where issues are identified, recognising how this links to pupils' wellbeing
- Work collaboratively with appropriate external agencies to support pupils' development and progress
- To support Breakfast club each morning
- To lead regular meetings with the Deputy SENCo and other Learning Mentors to discuss and manage caseloads of pupils to ensure effectiveness of support
- Any other duties or responsibilities within the range of the salary grade as directed by the Head of School and/or Executive Headteacher

### **Curriculum and leadership**

- Demonstrate enthusiasm for learning and improving skills, and model this to all pupils
- Engage with staff and school leadership to put whole-school strategies in place to support the learning of all pupils
- Liaise with families and develop good relationships with parents/carers, becoming a recognisable and approachable contact within the school
- Network with other learning mentors and local SEND/safeguarding partners to share and promote best practice
- Where appropriate, take part in absence management meetings, and communicate with parents/carers
- Take part in line management within school, and set goals for continuing professional development
- Report to the Executive Headteacher and leadership team on pupil progress
- Maintain accurate and up-to-date records, and prepare written evaluations and reports

# Person specification

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>GCSE or equivalent level, including at least a grade C/grade 4 in English and maths</li> <li>L3 qualifications or higher</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Working with children of the relevant age, and managing situations relating to challenging behaviour</li> <li>Assessing pupils' needs and barriers to learning</li> <li>Delivering programmes for pupils with challenging behaviour, including one-to-one, small group and whole-class activities</li> <li>Coaching and advising staff on suitable behaviour interventions</li> <li>Working closely with families/carers, including carrying out home visits</li> <li>Working collaboratively with outside agencies and participating in meetings</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>Strong listening skills and proven ability to deal with sensitive situations with integrity</li> <li>Proven ability to communicate effectively with adults and children, including through written and verbal communication</li> <li>Proven ability to create good relationships with pupils, staff and parents/carers</li> <li>A well-developed understanding of strategies to manage and support young people with challenging behaviour in a school environment</li> <li>Proven ability to tailor interventions to individual pupils</li> <li>Excellent understanding of safeguarding policies and procedures, and their role in child protection</li> <li>Proven ability to be flexible to changing workload demands and new challenges</li> <li>Ability to use IT systems and to conduct analysis and produce reports</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>Willingness to provide the best possible opportunities for all pupils</li> <li>Ability to relate to young people and act as a positive role model</li> <li>Well-developed sense of empathy</li> <li>Organised, proactive and self-motivated</li> <li>Good time management skills</li> <li>Commitment to upholding and promoting the ethos and values of the school</li> <li>Ability to work collaboratively</li> <li>Ability to work well under pressure and prioritise effectively</li> <li>Ability to self-evaluate own work and actively seek opportunities for development</li> <li>Commitment to maintaining confidentiality at all times</li> <li>Commitment to safeguarding, equality, diversity and inclusion</li> </ul>