

## **Learning Mentor**

### **Job Description**

**Grade: GR3** – *Subject to Job Evaluation*

#### **Job Purpose**

- 1.1 To provide a complementary service to that given by existing teachers and pastoral staff in schools in the Excellence in Cities areas, addressing the needs of children who need help to overcome barriers to learning both inside and outside the school, in order to achieve their full potential

#### **2. Key Responsibilities**

- 2.1 To promote the speedy and effective transfer of pupil information from primary to secondary schools, across secondary schools, and within schools, and to ensure that the arrangements for those leaving the school mid-term before 16 are managed properly.
- 2.2 With teaching and pastoral staff, to participate in the comprehensive assessment of all children entering or returning to school (including teenage mothers), and at the end of years 7 and 9, to identify those who need extra help to overcome barriers to learning inside and outside school.
- 2.3 To identify those children who would benefit most from a learning mentor and, working with others, draw up and implement an action plan for each child who needs particular support (except where the pupil was already subject an individually tailored plan)
- 2.4 To develop a 1:1 mentoring relationship with children needing particular support where necessary aimed at achieving the goals defined in the action plan\*
- 2.5 To maintain regular contact with families/carers of children in need of extra support, to keep them informed of the child's needs and progress, and to secure positive family support and involvement\*\*.
- 2.6 To work closely with the SENCO and the senior member of staff responsible for gifted and talented provision, to ensure that the needs of gifted and talented children and those with special educational needs are met\*\*\*.
- 2.7 To monitor and report on the implementation of all plans drawn up to remove barriers to learning for individual pupils
- 2.8 To work closely with the local community and business mentors, and to take an active role in co-ordinating and supporting the work of voluntary mentors working with pupils both in and out of school, so that the

mentor's efforts meet the needs of the young person in a focused and integrated way.

- 2.9 To have full knowledge and appreciation of the range of activities courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for pupils
- 2.10 To facilitate the sharing of information between local agencies, schools, authorities and other learning mentors, and be the single point of contact for accessing a range of community and business based programmes and specialist support services for example, the Social and Youth Services, the Education Welfare Service, the Probation and Careers Services, and out of school study support and business and community mentors
- 2.11 To communicate with other learning mentors and share best practice
- 2.12 Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- 2.13 To ensure all tasks are carried out with due regard to Health and Safety
- 2.14 To undertake appropriate professional development including adhering to the principle of performance management.
- 2.15 To adhere to the ethos of the school
  - 2.15.1 To promote the agreed vision and aims of the school
  - 2.15.2 To set an example of personal integrity and professionalism
  - 2.15.3 Attendance at appropriate staff meetings and parents evenings
- 2.16 Any other duties as commensurate within the grade in order to ensure the smooth running of the school

\* Learning mentors will devote the majority of their time to those needing extra support to realise their potential

\*\* Where appropriate, the securing of family support will mean the securing of support from the local authority

\*\*\* Learning Mentors will personally target efforts on those at risk of underachieving, who are not the responsibility of the SENCO or gifted and talented co-ordinator

### 3. **Supervision Received**

- 3.1 Supervising Officer's Job Title:
- 3.2 Level of supervision:

- 1. ~~Regularly supervised with work checked by supervisor~~
- 2. ~~Left to work within establishment guidelines subject to scrutiny by supervisor~~

3. Plan own work to ensure the meeting of defined objectives
4. **Supervision Given** (excludes those who are indirectly supervised i.e. through others)

Post Title	Grade	No of Posts	Level of Supervision (as in 3.2 above)

5. **Special Conditions**  
5.1 None

## Person Specification

### Method of Assessment (MOA)

AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
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Criteria	Essential	MOA
<b>Education/Qualifications</b> NB: Full regard must be paid to overseas qualifications.	Good standard of education, including English  NVQ level 3 qualification in child care or equivalent	AF/C  AF/C
<b>Experience</b> Relevant work and other experience	Previous successful experience in working with children and young people on an individual basis in supporting their personal development	AF/I
<b>Skills &amp; Ability</b> e.g. written communication skills, dealing with the public etc.	<p><b>*Delete if not applicable</b></p> <p>*An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by <b>Part 7 of the Immigration Act 2016</b></p> <p>The ability to work effectively with, relate to and command the confidence of, a wide range of young people and families/carers with different ethnic and social backgrounds.</p> <p>The ability to work effectively with, relate to and command the confidence of teaching staff and senior management within the school.</p>	AF/I  AF/I  AF/I

	Working with others, the ability to assess and review the learning of young people in the context of family and other relevant circumstances and plan appropriate responses, drawing on in-school and external advice and expertise where necessary	AF/I
	Knowledge of, and ability to work effectively and communicate with, a wide range of organisation and people offering support, information, opportunities and guidance	AF/I
	Ability to identify potential barriers to learning jointly and engage in strategies to overcome these barriers	AF/I
	Ability to work with individual children to set goals jointly as part of planning for their learning	AF/I
	Skills of communication, giving advice and helping young people to identify their needs and potential	
<b>Training</b>		
<b>Other</b>	A desire to do something worthwhile for young people, to understand their needs and gain insights into how they think.	AF/I
	Knowledge of the education system	AF/I

All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery

***All staff at BCC understand and are committed to Equal Opportunities employment and service delivery.***

**As a Disability Confident Committed Employer, we take positive action to ensure people living with a disability or a long-term health condition feel supported, engaged, and able to fulfil their potential in the workplace.**

**People with a disability telling us on their application form they wish to participate in the scheme and who can then demonstrate in their application that they meet the essential criteria for the role will be shortlisted and offered an interview.**

Everyone has a responsibility to safeguard the welfare of children, young people, and adults at risk, whatever the role of the individual, or Birmingham City Council service or Directorates they work in.

Birmingham City Council will work with the appropriate statutory bodies when an investigation into child abuse or a safeguarding adult's investigation is necessary.

The Council is committed to safe recruitment practices and recognises that this fits into an overall corporate approach to safeguarding across a range of functions that need to operate together to be effective. This applies to employees, volunteers, work placements, elected members, licencing, school transport arrangements and any other regulated positions.

The Council's safe recruitment process includes pre-employment vetting which involves establishing full employment histories; proof of identity; satisfactory references; health assessment; checks of qualifications; asylum and immigration checks; and criminal record checks with the Disclosure and Barring Service.

The Council's website will contain links to the current versions of safer recruitment policies that are in force.

In line with the has an overarching responsibility for safeguarding and promoting the welfare of all children/young people and adults in its area. All BCC employees are expected to:

Work in a way that prevents and protects service users from abuse.

- To be aware of the signs of abuse or neglect.
- Recognise the signs of abuse and neglect; and
- Record and report any concerns or incidents.
- Record and report any concerns or incidents.

***At Birmingham City Council (BCC), we are committed to creating an environment and culture that promotes equality, diversity, and inclusion; making sure BCC is a place for people to be their best, authentic selves.***

***We welcome applications from people of all backgrounds, including those with caring responsibilities and flexible working options will be considered. We are building up our vibrant staff networks for peer-led support, with safe spaces for those who need it and offer access to our talent programmes to support everyone in reaching their aspirations and fulfilling their potential.***