

## **Senior Learning Mentor**

### **Job Description**

**Grade: GR4** – *Subject to Job Evaluation*

1. **Job Purpose**

- 1.1 The Learning Mentor will work with pupils, parents, staff and outside agencies to ensure that the school fully supports pupils who need help to overcome barriers to learning

2. **Key Responsibilities**

**Management Responsibilities**

- 2.1 Monitoring pupil attendance and punctuality, including first day absence calling.
- 2.2 Managing the school's first intervention programme in relation to attendance and punctuality, including writing to and meeting parents when there are concerns.
- 2.3 Liaising and working with the Education Welfare Services in relation to pupils regarding whom there are serious concerns over attendance or punctuality
- 2.4 Monitoring the implementation of the school's behaviour policy, including administration of rewards and sanctions
- 2.5 Training teachers in aspects of personal, social and health education, including running demonstration lessons and team teaching
- 2.6 Ensuring effective communication between all staff regarding identified pupils and between school and home
- 2.7 Communicating daily with Headteacher and/or other teaching staff regarding concerns relating to pupils
- 2.8 To maintain up to date records and data basis regarding both individual pupils and the implementation of whole school behaviour policy
- 2.9 To ensure effective exchange of written records and information at times of pupil transfer to secondary school

**Working with Pupils, Parents and Carers**

- 2.10 To work with teaching staff to identify pupils who are at risk of underachieving
- 2.11 To use pupil performance tracking data, assessments from teachers and support staff and information from parents to inform the setting of individual pupil targets
- 2.12 To undertake a range of responsibilities regarding identified pupils to support them in achieving their targets

- 2.12.1 Drawing up and implementing individual action plans and/or Pastoral Support Plans, in consultation with class teachers, the Special Needs Co-ordinator, parents or carers and external agencies
- 2.12.2 Managing programmes of study support, such as homework club, and peer mentoring programmes
- 2.12.3 Promoting and supporting family learning programmes
- 2.12.4 Holding regular 1:1 counselling sessions
- 2.12.5 Taking groups of pupils for 'Anger Management' and 'Self Esteem' work
- 2.12.6 Holding daily 'drop in' sessions for pupils
- 2.12.7 Supporting School Council sessions
- 2.13 To develop effective 1:1 relationships with pupils in order to monitor progress towards agreed goals
- 2.14 To initiate and maintain contact with families and carers to ensure a positive relationship with school and develop family support for the pupils
- 2.15 To be the immediate point of contact within school for children and families in crises
- 2.16 Supporting the reintegration of pupils who have been subject to fixed term exclusion
- 2.17 To support pupils and parents or carers during pupils' transition between Key Stages, including secondary transfer

### **Working with Outside Agencies**

- 2.18 To be the focal point of contact between various agencies where a multiple agency approach is required for a targeted pupil, eg. ESWS, Social Care and Health, Community Health and Youth Offending Team, Pupil Referral Unit, so that the needs of the pupil are met in a focused and integrated way
- 2.19 To have a good knowledge and of the range of activities, courses, opportunities, organisation and individuals that could be drawn upon to provide extra pupils
- 2.20 Attending Case Conferences and Core Group Meeting regarding pupils and preparing and submitting reports for these
- 2.21 Liaising with mentors in other schools, including secondary

### **General**

- 2.22 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.

- 2.23 To ensure all tasks are carried out with due regard to Health and Safety
- 2.24 To undertake appropriate professional development including adhering to the principle of performance management.
- 2.25 To adhere to the ethos of the school
  - 2.25.1 To promote the agreed vision and aims of the school
  - 2.25.2 To set an example of personal integrity and professionalism
  - 2.25.3 Attendance at appropriate staff meetings and parents evenings
- 2.26 Any other duties as commensurate within the grade in order to ensure the smooth running of the school
- 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
---------------------	---------------	-------------	--------------------	----------------

Criteria	Essential	MOA
Education/Qualifications		AF/C

NB: Full regard must be paid to overseas qualifications.		
<b>Experience</b> Relevant work and other experience		
<b>Skills &amp; Ability</b> e.g. written communication skills, dealing with the public etc.	<b>*Delete if not applicable</b> *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>	
<b>Training</b>		
<b>Other</b>		

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.**

### Safeguarding

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.***