

LEARNING MENTOR

The Learning mentor will work on a group or one-to-one basis with children of all ages to address the needs of pupils who require support to overcome the barriers to learning they experience both inside and outside the school, so that they are able to achieve their full potential.

Lead, plan and provide effective and targeted support to overcome social, emotional and mental health barriers so that children are able to reach their full potential.

Evaluate interventions for social emotional and mental health using school systems and share information with SENCO/ Inclusion Manager

Work effectively and collaboratively with teachers, support staff and external support as required to ensure effective support provision for all our pupils

Ensure confidentiality is maintained at all times

Work with school staff and the SENCO to select pupils for mentoring. Report to class teachers on the general progress of the pupils without breaking confidentiality

Liaise with schools, teachers, social workers, home-school liaison officers and educational psychologists and making referrals where appropriate (in consultation with the SENCO) working collaboratively with appropriate external agencies to support pupils' development and progress. Attend and participate in multi-disciplinary meetings contributing to the sharing of information and/or planning in relation to specific pupils.

To train and support identified school staff, by modelling approaches, with a view to staff feeling confident and able to use the approaches

Networking with other Learning Mentors to share good practice including developing partnership work across TMA

Undertake a range of administrative duties relevant to the post

Support pupils to transition to new classes and schools, including those who join the school mid-year

Provide play and lunchtime supervision for groups of vulnerable children through effective intervention.

Communicate their knowledge and understanding of children to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

In consultation with Senior Leaders, develop effective nurture interventions that promote well-being and support the most vulnerable pupils to overcome SEMH barriers.

Become a Trauma Perspective Practice (TPP) trainer and work alongside the SENCO to deliver training and embed TPP across the school.

Work with parents to support them as needed. Plan and deliver workshops to parents on social, emotional and mental health issues.

- Wellbeing Champion

Hold regular half termly meetings with support staff (MDAs and TAs) to discuss what is working well and what could be improved.

Be proactive in solving problems to enhance the work life balance and well being of all staff.

Support Senior Leadership Team to develop effective staff well-being and promote a growth mindset amongst staff.

- Deputy Designated Safeguarding Lead

To be fully aware of and carry out all work in line with Child Protection Procedures. This may involve attending case conferences, strategy and planning meetings as well as core groups or other meetings in relation to child protection cases that require input.

To liaise and work with other members of EWS as well as other professionals in police, Social Services, Housing , Health and any other statutory and voluntary organisations.

To use IT systems to produce reports, often to tight timescales, using word processing and record information including statistical data, providing reports to senior managers and other professionals.

To support senior leaders in advising the school on all matters relating to attendance and where necessary take the lead role in developing work processes to improve school attendance.

Promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.

Follow all relevant legislation, guidance and procedures regarding child protection, safeguarding and health and safety

- Attendance Officer

To contribute to raising achievement by improving school attendance

To promote positive attitudes by pupils and families towards education and to ensure that parents are made fully aware of their statutory responsibilities.

To make contact with families in their own homes and elsewhere to assess the reasons impacting on the attendance of individual students, facilitating their return or access to regular full time education provision.

Meet with school staff, students and parents to identify individual problems and possible solutions.

To keep clear and concise records of all consultations and to write any other reports i.e. annual action plan and summaries, as required for the school.

General

Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

To ensure compliance of Data Protection at all times.

To understand and apply school policies in relation to health, safety and welfare

Attend relevant training and take responsibility for own development

Attend relevant school meetings as required

To respect confidentiality at all times

To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.

To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

