



## LEARNING MENTOR – LEVEL 3

Grade: LBR5

### LEARNING MENTOR

- To work under the guidance of the SENCo/Phase Leaders within an agreed system of supervision, to implement agreed work programmes within individuals/groups, in or out of the classroom. This could include those requiring specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources
- To provide complimentary service to teachers and support staff in school, addressing the needs of pupils who need help to overcome barriers to learning in order to achieve their full potential
- To offer early intervention, preventative support, guidance and advice to improve outcomes for pupils through working in partnership with parents, carers and other agencies enabling equal access to pupils
- To support and promote the values and positive ethos of the school and wider community

### SUPPORT FOR PUPILS

- Assist in the identification of early signs of disengagement and contribute to the specific interventions to encourage re-engagement
- Establish a productive working relationship with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Encourage pupils to interact and work cooperatively with others
- Use attendance and behaviour data to provide information
- Advise pupils to enable them to make choices about their own learning, behaviour and attendance
- Challenge and motivate pupils in relation to progress, achievement, behaviour and punctuality
- Provide feedback to pupils in relation to progress and achievement
- Make use of counselling skills
- Train pupils to support other pupils through the role of playground pals and then monitor the impact

### SUPPORT FOR TEACHERS

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lesson/work plans as appropriate
- Monitor and evaluate responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Assist in the development and implementation of appropriate behaviour management strategies
- Assist in staff development sessions
- Assist in the development, implementation and monitoring of systems relating to attendance and punctuality of individual pupils as appropriate
- Undertake marking of pupils' work and accurately record achievement and progress

- Promote positive values, attitudes and good pupil behaviour, dealing with conflict and incidents in line with established policy and encourage pupils to take responsibility for their behaviour
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents as directed

### **SUPPORT FOR THE CURRICULUM**

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil response/needs
- Implement local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/ relevant learning activity and assist pupils in their use
- Help pupils to access learning activities through special support

### **SUPPORT FOR THE SCHOOL**

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- Provide general clerical/administrative support e.g. produce worksheets, photocopying etc. for agreed activities
- Be responsible for keeping and updating records as agreed with teachers, contributing to reviews of systems/records as requested

### **SUPPORT FOR PARENTS**

- Support parents to address problems which may prevent pupils' engagement with school and learning
- Maintain regular contact with parent/carers of pupils in need of extra support to keep them informed of their child's needs and progress and to secure positive family support and involvement
- Support with successful behaviour management strategies

## LEARNING MENTOR - LEVEL 3

### PERSON SPECIFICATION

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| <b>Experience</b>             | <ul style="list-style-type: none"><li>• Working with or caring for children of primary age group from a variety of backgrounds</li><li>• Experience of working in a school setting with SEND children</li><li>• Successful use of behaviour management strategies and counselling skills</li></ul>   |
| <b>Qualifications</b>         | <ul style="list-style-type: none"><li>• Good numeracy/literacy skills – GCSE or equivalent</li><li>• NVQ 3 for Teaching Assistants or equivalent qualifications or experience</li><li>• Training in behaviour management strategies/counselling</li><li>• First aid training as appropriate</li></ul>  |
| <b>Knowledge &amp; Skills</b> | <ul style="list-style-type: none"><li>• Can use ICT effectively to support learning</li><li>• Use of other equipment/technology – video, photocopier</li><li>• Full working knowledge of policies/codes of practice and awareness of relevant legislation</li><li>• Understanding of principles of child development and learning processes</li><li>• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</li><li>• Working knowledge of national curriculum and other relevant learning programmes/strategies</li><li>• Ability to self-evaluate learning needs and actively seek learning opportunities</li><li>• Excellent organisational skills</li><li>• Excellent verbal written and communication skills</li></ul> |