



JOB DESCRIPTION

LEARNING MENTOR LEVEL 1

RESPONSIBLE TO:

Headteacher

MAIN CONTACTS:

Headteacher, Class Teacher, Parents/Carers,
External Agencies

JOB PURPOSE

To mentor pupils on a one to one basis or in small groups, providing additional support to enable pupils to overcome barriers to learning.

MAIN RESPONSIBILITIES

- Under the guidance of teaching staff, work with targeted pupils providing specific support to assist individuals or small groups of pupils in overcoming barrier's to learning
- Observe and feedback on pupil progress to assist teaching staff in identifying individual needs and support required so that individual learning plans can be developed
- Mentor pupils on a one to one basis to assist in the implementation of individual learning plans
- Assist in building relationships and communicating with pupil's families and guardians to ensure they are kept up to date with any concerns and progress
- Use a variety of activities to provide additional support to pupil's enabling them to access the necessary resources including external facilities and academic support
- Maintain pupil records, reporting on pupil achievement and progress to ensure accurate records are maintained
- Support the Class Teacher with any other relevant interventions required such as home visits

OTHER DUTIES

The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties that may be required from time to time in accordance within the general scope of the post, including, for example, break duties and supervision of children.

PERFORMANCE STANDARDS FRAMEWORK

COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE

COMMITMENT & MOTIVATION (LEVEL 3)

- Effectively liaises with people at all levels in a variety of situations, adapting behaviour as appropriate
- Is innovative and creative and demands high performance or results from others by setting clear goals and standards
- Proactively identifies own needs in response to new initiatives, taking ownership of on-going professional development whilst proactively seeking feedback to improve efficiency and effectiveness of own practice
- Monitors performance against clear standards, providing appropriate feedback
- Takes multiple actions to achieve goals recognising need to refer to others for specialist advice & expertise
- Focuses on removing barriers to learning

PROBLEM SOLVING & DECISION MAKING (LEVEL 2)

- Shows openness to new ideas and makes timely, confident decisions on a day to day basis
- Takes ownership and makes decisions that are achievable based on the appropriate information
- Uses initiative to make decisions without formal guidelines
- Gathers all relevant information to make informed decisions
- Analyses statistical information based on issues / trends to support decision making
- Takes ownership of problems and trials new approaches to reach a successful resolution

PLANNING & ORGANISATION (LEVEL 3)

- Plans, prioritises, implements, managing own workload with guidance using available resources
- Identifies achievement and supports next steps planning
- Identifies barriers to learning and provides appropriate solutions
- Contributes to development plans and considers resource allocation
- Implements plans under minimal supervision, recommending revisions as required to achieve desired outcomes and objectives
- Provides written feedback and evaluation of progress against objectives
- Selects and prepares appropriate activities and resources

IMPLEMENTING CHANGE (LEVEL 1)

- Contributes constructively to support change in own area of work with a view to improving performance
- Uses initiative and knowledge to implement given tasks or plans.
- Identifies and makes recommendations for improving performance in their own area of work
- Approaches change in a positive, flexible and enthusiastic manner

PERFORMANCE STANDARDS FRAMEWORK

COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE

MANAGING OBJECTIVES (LEVEL 2)

- Reflects and evaluates own practice to recognise own strengths and weaknesses
- Manages time effectively, setting and fulfilling short term individual and operational goals
- Recognises under performance and identifies a range of solutions to enable the achievement of goals
- Recognises effective performance and individual improvement
- Contributes to planning, implementing and evaluating activities that meet the needs of individuals and small groups
- Identifies priorities, using effective delegation to ensure deadlines are met
- Contributes to the values, learning styles, management styles and ethos of the Academy and applies these in own and teams working practices
- Articulates values through expectations of staff and pupils
- Keeps up to date with trends and developments

RAISING STANDARDS (LEVEL 2)

- Recognise when results are not being achieved to the required level and take appropriate action
- Consider, in conjunction with wider team alternative ways of working
- Undertakes systematic observations to gather evidence or progress to support development and ongoing improvement of delivery
- Gathers and analyses data to inform planning
- Takes ownership of problems in their own area of responsibility
- Set and support achievement of challenging & measurable targets and monitors quality
- Check own and team performance against outcomes, make improvement suggestions or take corrective action

CUSTOMER FOCUS (LEVEL 2)

- Develops positive relationships and contributes to the prevention and management of challenging behaviour / promotes positive behaviour.
- Effective at drawing out information and understanding varying needs
- Contributes to planning and assessment of needs
- Observes and reports on progress
- Delivers under direction
- Takes ownership of issues, focus on providing the right solution depending on needs and abilities, keeping pupils and stakeholders up to date with progress
- Ensure that levels of service are maintained – identifying risks or concerns in order to meet pupil & stakeholder requirements
- Responsible for the safeguarding and welfare of pupils
- Has a good understanding of H&S legislation. Produces risk assessments, ensuring a safe working / leaning environment

PERFORMANCE STANDARDS FRAMEWORK

COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE

COMMUNICATION (LEVEL 2)

- Communicates confidently using a variety of methods at different levels of ability and understanding
- Structures discussion in a logical way
- Interprets and analyses information to construct basic written reports including recommendations as appropriate
- Prepares materials for others to use
- Selects the most appropriate communication method for the topic and audience including those with complex needs
- Creates and delivers effective presentations
- Uses appropriate questioning techniques
- Actively listens and encourages open discussion
- Explains this clearly and concisely giving clear instructions

IMPACT & INFLUENCE (LEVEL 2)

- Recognises behaviour patterns and implements agreed management strategies.
- Actively supports positive interaction with colleagues and has an awareness of fairness and diversity.
- Anticipates likely responses to situations, tailoring actions to create intended impact
- Responds to questions in a clear and concise manner appropriate to the recipient and work-related procedures.
- Respects the opinion of others and accepts feedback.
- Develops and participates in networks and partnerships to achieve Academy's aims and objectives.

TEAM WORKING (LEVEL 2)

- Focuses on achieving measurable outcomes
- Recognises when standards or measurable outcomes have not been met and takes appropriate action
- Shares and utilises best practice.
- Offers support & assistance to colleagues without prompting
- Positively contributes to dialogue and supports and coaches colleagues
- Sees own team within the context of the academy

QUALIFICATIONS & SKILLS (LEVEL 3)

- NVQ Level 2