

Senior Learning Mentor job description



Job title: Senior Learning Mentor

Location: Farsley Farfield Primary School (both sites)

Grade: C3 point 19-22

Hours: 28 hours per week over at least four days
Term Time Only (plus some TTDs as overtime)

Responsible to: Head teacher and Deputy/SENDCo

Purpose of role:

- To provide pastoral support to pupils across the school. Play a leading role, with others, in the crucial area of Child Protection and children's Social and Emotional Mental Health
- To provide some day-to-day line management and support for assistant Learning Mentor/s (C1 12-17) where such a post or posts exist

Main duties:

1. Liaising with teaching staff to provide particular pastoral/emotional/SEMH support to targeted pupils to support well-being and to enable them to overcome barriers to learning
2. Work with other members of school staff in order to identify and assess individual needs of each targeted pupil
3. To develop a 1:1 relationship with pupils requiring particular support with the aim of addressing points defined in any action plans, e.g. EHCPs, EH plans, CP Plans and engaging them with activities and opportunities
4. Work with groups of children requiring pastoral support or help developing positive social skills and play
5. Undertake home – school liaison activities, including home visits, to secure positive family support and involvement
6. Monitor the implementation of child and family plans, e.g. pastoral intervention, Early Help, Child protection, and provide feedback to partners and colleagues as regards achievements and progress
7. Maintain accurate records and prepare written reports and evaluations as required

8. Support with transition arrangements for pupils entering/leaving the school. This role also liaises with schools and families where a child is joining or leaving Farfield and ensures that appropriate academic, pastoral or safeguarding information is shared
9. Liaison and multi-agency work with external partners, such as health professionals, Children's Centre and cluster professionals to support pupils and access services. Play an active role in Early Help, taking on the role of the EH lead professional as required
10. Support parents with parenting on a 1:1 or group basis
11. Play a leading role in school Child Protection procedures and in-house safeguarding briefings for new staff, students and volunteers
12. Monitor attendance and punctuality and take action to address concerns, with support from others as needed
13. Provide day-to-day line management and support for assistant Learning Mentors (C1 12-17) where such posts exist
14. Other tasks as directed by SLT, in accordance with the general aims of the role and the vision and ethos of the school

Special Conditions: this post is subject to a higher level check with the Disclosure & Barring Service. Please note that a criminal record will not necessarily be a bar to obtaining employment; this will depend on the circumstances and background to any offence.

Person Specification

Essential Criteria	How identified	Desirable Criteria	How identified
Skills and Qualities Strong communication skills - both written and oral - for a range of audiences Confident and efficient use of IT, including record keeping, data analysis and report-writing Ability to relate and engage well with adults and children Strong teamwork ethic Strong time-management skills inc prioritisation and the appropriate delegation of tasks. Able to carry a caseload of children and families with challenging needs Ability to lead a small team, providing appropriate support and challenge to colleagues Resilient and able to work independently (in line with school and other policies and frameworks)	A R SP	Proven ability to lead parent groups and family intervention Ability to self-evaluate and take action to improve work of self and team Ability to provide supervision to colleagues carrying caseloads that include safeguarding concerns	A R SP
Knowledge and Understanding Understanding of principles of child development and learning Working knowledge of child protection, safeguarding and Early Help, inc the role of other agencies	A R SP	Knowledge of primary school curricula and key stage expectations More specialist knowledge in at least one area relevant to the role: e.g. family support, Early Help, SEMH, SEND	A R SP
Experience Experience of working with primary age children, ideally 3-11 Previous experience of providing family support either 1:1 or in groups	A R SP	Previous experience of being a designated staff member for child protection and/or looked after children	A R SP

Qualifications and Training GCSE in English (at least equivalent to Grade B or a 5)	A	Recent Child Protection training as a member of designated staff in a school Relevant degree or other related higher qualification Training in specific interventions for children and families	A SP
Other conditions Commitment to equality of opportunity and maximising the achievement of our more vulnerable or disadvantaged children and families No smoking on site	A R SP	Access to a car or other mode of transport for local visits	

A Application
R References
SP Selection Process