[](https://www.google.com/imgres?imgurl=https%3A%2F%2Fwww.thegfcschool.com%2Fwp-content%2Fuploads%2F2018%2F08%2FGFC-SCHOOL-Logo.jpg&imgrefurl=https%3A%2F%2Fwww.thegfcschool.com%2F&docid=PaUb2Ocl46kj8M&tbnid=iF9PNxg_j61R-M%3A&vet=10ahUKEwiOxLa-6JvmAhWQ3OAKHTPtA9kQMwhQKAAwAA..i&w=404&h=300&safe=active&bih=655&biw=1366&q=the%20gfc%20school&ved=0ahUKEwiOxLa-6JvmAhWQ3OAKHTPtA9kQMwhQKAAwAA&iact=mrc&uact=8)

**Learning Mentor**

**Job Description**

Responsible to Director of Education

Learning mentors work with children and young people on a group or one-to-one basis. They provide support, motivation and guidance to help pupils overcome obstacles to their learning. These could include learning difficulties, family issues, mental health problems or a lack of confidence.

**Generic Responsibility**

The role of a Learning Mentor is to work on an individual basis with one student or a small group to encourage academic progress, complete work and monitor behaviour.

Responsibilities include:

* Establishing mentoring programmes for identified students
* providing support, advice and guidance tailored to each student’s situation
* providing parental support
* be part of an outreach programme
* vocational subject teaching
* providing learning skills interventions
* making home visits and speaking with parents/carers about strategies to deal with each student’s situation

**Main duties and responsibilities**

1. Support, monitor, record and report the pupil’s performance and progress

2. Read and understand lesson plans for the pupil

3. Working with colleagues and other relevant professionals

4. Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the Director of Education

5. Communicate the knowledge and understanding of the pupil to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision under the direction of the Director of Education

6. With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupil they work with

7. Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers

8. Take part in the school’s appraisal procedures

9. Maintain high standards of ethics and behaviour, within and outside school

10. Work with the DSL/deputy DSL to safeguard all children in the school.  Record and report any concerns to the DSL and undertake regular safeguarding training

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|  | Essential | Desirable |
| Qualifications | * GCSEs at grades 9 to 4 (A\* to C) including English and maths | Have a full driving license |
| Experience | Working in a school environment.  Experience and knowledge of issues affecting students and young people and how to offer supportive assistance | Working with students who have a variety of special educational needs.  Working with students who display challenging behaviour  A previous role in this field would be highly desirable |
| Skills and Knowledge | Good literacy and numeracy skills  Good organisational skills  Ability to build effective working relationships with pupils and adults  Skills and expertise in understanding the needs of all pupils  Knowledge of how to help adapt and deliver support to meet individual needs  Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils  Excellent verbal communication skills  Active listening skills  The ability to remain calm in stressful situations  Knowledge of guidance and requirements around safeguarding children  Good ICT skills | Knowledge and understanding of special educational needs. |