

CHILDREN AND LIFELONG LEARNING – HR SERVICES

School				
Job No.	Post Title	Grade	JE Pts	Date
C1094	Learning Mentor/Pastoral Support Officer	Grade 5	NJC 433	April 2008

Statement of Purpose

To support children and young people to achieve their potential by providing support to overcome barriers to learning both inside and outside school.

Support to Pupils

- To develop a 1:1 mentoring relationship with young people needing particular support where necessary aimed at achieving the goals defined in an action plan.
- To monitor regular contact with families/carers of young people in need of extra support, to keep them informed of their needs and progress and to secure positive family support and involvement.
- To assist in the identification of those who would benefit most from a learning mentor and, working with others, draw up and implement an action plan for each young person receiving support.
- To have full knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for young people.
- To facilitate the sharing of information with relevant others, including teachers and teaching assistants, and, when appropriate, with Youth and Community tutors, Education Welfare Officer, Connexions and other agencies.
- To network with other learning mentors and share best practice.
- To provide regular reports on activities and progress.

Pastoral Support

- To work as part of the “on-call” team.
- To follow up incidents (see note 3) either encountered directly and referred by colleagues.
- To contribute to work to resolve conflicts.
- To work, on a daily basis, with students “on report” as referred by Year Achievement Managers/senior colleagues.
- To refer students to senior colleagues when necessary.
- To follow the school’s behaviour policies, procedures and guidelines at all times.
- To contribute to the delivery and development of the school’s study skills programmes.
- To liaise closely with all relevant teachers, teaching assistants and others who support the students concerned.
- To work with parents.
- To maintain accurate and up to date records within the school’s systems.

CHILDREN AND LIFELONG LEARNING – HR SERVICES

Support for Specialist Status

- To liaise with local universities and colleges of further education.
- To arrange visits for all departments and to assist in the completion of the necessary paperwork.
- To make contact with organisations so that suitable visits can be made by the technology subjects.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- 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, support and ensure equal opportunities for all.
- 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 pupil needs as appropriate during the school day.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

Note 2:

The potential range of “incidents” is infinite, but common themes include the following:

- **changing patterns of friendship;**
- **bullying;**
- **“falling out”;**
- **family issues brought into school;**
- **confrontational behaviour towards teachers, often with an underlying cause;**
- **not being “ready to learn”.**

CHILDREN AND LIFELONG LEARNING – HR SERVICES

**Person Specification
Learning Mentor/Pastoral Support Officer
Level 3**

Essential Criteria	Measured By
Experience <ul style="list-style-type: none"> • Experience of working with pupils demonstrating challenging behaviour or dealing with disadvantaged circumstances. 	AF/I
Qualifications/Training <ul style="list-style-type: none"> • NVQ level 2 or equivalent. 	I
Knowledge/Skills <ul style="list-style-type: none"> • Ability to work effectively with, relate to and earn the trust of young people, families and carers. • Ability to work effectively with, relate to and earn the trust of teaching staff, senior management and external agencies. • Able to engage and work with young people, including those we are disaffected. • The ability to identify the challenges and barriers that many young people experience and to engage in strategies to help them to overcome these. • An active listener. • A team player. • An ability to negotiate and plan individual goals. • Good communicator with adults and young people, both verbally and in writing. • Good time management skills. • Able to work under pressure and to meet deadlines. 	AF/I
Behavioural Attributes <ul style="list-style-type: none"> • Customer focused. • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service 	AF/I

CHILDREN AND LIFELONG LEARNING – HR SERVICES

<p>provision.</p> <ul style="list-style-type: none">• Is adaptable to change/embraces and welcomes change.• Acts with pace and urgency being energetic, enthusiastic and decisive.• Communicates effectively.• Has the ability to learn from experiences and challenges.• Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.	
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AF - Application form

I - Interview

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- **Motivation to work with children and young people.**
- **Ability to form and maintain appropriate relationships and personal boundaries with children and young people.**
- **Emotional resilience in working with challenging behaviours and**
- **Attitudes to use of authority and maintaining discipline.**