



HARRYTOWN CATHOLIC HIGH SCHOOL

Learning Mentor - PERSON SPECIFICATION

	Essential	Desirable
Qualifications/ Training	<ul style="list-style-type: none"> • Level 2 qualifications in English & Maths • Appropriate qualifications at Level 3 • A background in education, counselling, personnel, youth work, careers or social services • Competence in the skills of networking, counselling, facilitating and developing others 	<ul style="list-style-type: none"> • Appropriate Degree • Additional qualifications related to education
Experience	<ul style="list-style-type: none"> • Ability to engage constructively with and relate to a wide range of young people and families/carers and to see a child's needs, recent experience of working with young people and families • Experience of working with a wide range of young people and families/carers from different ethnic and social backgrounds • Ability to work effectively and command the confidence of teaching staff and senior management within the school and to work as part of a team to provide support to children and young people • Experience of multi agency working and making referrals to other agencies • Ability to assess and review young people and family circumstances and plan appropriate responses. Drawing on in-school and external advise and expertise where necessary • A proven track record in working with young people • Ability to identify potential barriers to learning and jointly engage in strategies to overcome these barriers 	<ul style="list-style-type: none"> • Recent experience of working with young people and families in a Catholic School • Experience of supporting vulnerable children and families



Skills	<ul style="list-style-type: none"> • Knowledge of and ability to work effectively and network with a wide range of supporting services in both the public and private sectors and ability to draw on a wide range of support, information, opportunities and guidance • Willingness to undertake training required for the role • Good communication and presentation skills • Commitment to continued professional development • Competence in the skills of networking, counselling, facilitating and developing others • Ability to develop positive relationships with students, parents and colleagues. • Ability to engage in joint goal setting with the individual child as part of the learning action planning process 	<ul style="list-style-type: none"> • The ability to inspire and motivate students • Proven record of dealing effectively with behaviour management issues.
Knowledge & Understanding	<ul style="list-style-type: none"> • Understanding of current developments in monitoring pupil progress at relevant Key Stages • Understanding and knowledge of Pastoral work in schools and intervention strategies • Awareness of safeguarding processes and responsibilities 	<ul style="list-style-type: none"> • Experience of strategies for raising pupil attainment. • Knowledge self-review procedures. • Knowledge of the TAC/CAF process
Additional qualities	<ul style="list-style-type: none"> • Commitment to supporting the Catholic ethos of the school. • Commitment to the success and well-being of all students. • Understands and actively supports the schools policies and procedures • Ability to meet the schools standards of presentation and attendance • A willingness to be flexible in a changing environment 	<ul style="list-style-type: none"> • Play an active part in the wider school community • A practising Catholic with a supportive faith reference.
Generic Competencies (please see further guidelines below)	<ul style="list-style-type: none"> • Communicating effectively • Being pupil and family focused • Effective team working • Personal organisation and effectiveness • Personal development • Making the most of IT systems and services 	



The main purpose of the competencies is to define the standards of behaviour and conduct required by the organisation. All employees are expected to perform satisfactorily to the generic employee competencies which are reviewed as part of the school performance/appraisal and development review scheme for all employees.

Competency	Definition
Communicating Effectively	<ul style="list-style-type: none"> • Communicate effectively face to face, by telephone or written word with a diverse range of people • Make effective use of new technology in communications contribution
Being customer focussed	<ul style="list-style-type: none"> • Provides excellent customer service • Develops and maintains positive working relationships with customers • Contributes to the continual improvement of services
Effective Team Working	<ul style="list-style-type: none"> • Develops and maintains positive working relationships with other team members • Develops positive working relationships with other teams both within and outside the organisation (e.g “colleagues” in the voluntary sector or health service) • Contributes to the achievement of team goals
Personal Organisation and Effectiveness	<ul style="list-style-type: none"> • Achieves personal objectives on time and to the agreed standard whilst having consideration for the effect on others
Personal Development	<ul style="list-style-type: none"> • Take responsibility for the development and learning of self and others
Making the most of Information and Communications Technology	<ul style="list-style-type: none"> • Can operate all technology necessary for the job role

The Bishops’ Memorandum sets out the Catholic Bishops’ Conference of England and Wales’ expectations about the appointment of staff in Catholic schools. The preservation and development of the quality and distinctive nature of Catholic schools depends on the faith, practice and commitment of the teachers in the schools, working with their Governing Body.

The Catholic Church understands the vocation of a teacher and other adults who work in schools as a form of ministry within the Church.

All adults who work in Catholic schools are employed to participate in the Church’s teaching office, exercising this ministry in accordance with the Church’s teachings. This requires all adults who work in Catholic schools to be witnesses in word and deed to the Divine Teacher, Jesus Christ.

To find adults to work in Catholic schools who combine personal conviction and practice of the faith with the required professional qualifications and experience, especially in specialist subjects, is always a high priority.

The recognition of the role that Catholic teachers and staff play stands alongside the value we place on teachers and staff of other Christian denominations, other Faiths and other teachers who contribute to and support the Catholic ethos in our schools. We recognise the great contribution they make in helping to ensure that our pupils are equipped to communicate with and participate in contemporary society.

