

'I have come that they have life and have it to the full' John 10:10



The role of the Learning Mentor

2017

This document is intended to provide some clear guidance for all as to the various roles and responsibilities that form the minimum expectations required of within this role in our school. It also seeks to outline the role that the post holder will play in supporting and contributing to the distinctive nature and ethos of our Catholic School.

'Striving to live the Gospel, promoting excellence and achievement for all and nurturing partnerships'



OUR MISSION STATEMENT

As a Catholic school we intend to put Jesus Christ at the centre of everything we do.

'I have come that they have life and have it to the full' John 10:10

Therefore we will strive:

- To live the Gospel
- To promote excellence and achievement for all
- To nurture partnerships

This will be done by:

- proclaiming and living out the faith of the Catholic Church, supporting each other in the shared endeavours of teaching and learning, prayer, worship and charitable works.
- by promoting and practising just and caring attitudes and actions towards all persons.
- by respecting the unique value of each individual and seeking therefore to respond to the talents and needs of all its members in an environment of praise and celebration, nurturing self-esteem and mutual encouragement.
- by ensuring that the most effective opportunities for the education of pupils are established in all areas of the curriculum.
- by pursuing the highest standards in all we do and by constantly seeking improvements by developing and maintaining close.
- co-operation with the parents who entrust their children to us, with the parishes who also seek the spiritual and religious.
- formation of our young people, with our local associated schools and colleges and with the wider community.



POST: Learning Mentor

Grade: NJC Scale 4 (Range 18 – 21), 37 hours per week 46.2 weeks

Location: Harrytown Catholic High School

Responsible to: Assistant Headteacher – Tracking, Progress and Intervention

Functional links with: Class Teachers, Subject Leaders and Senior Leaders

Job Description:

The role of the Learning Mentor at Harrytown will be to work primarily with disadvantaged pupils (Pupil Premium) in school to remove barriers to their learning through 1 to 1 work and group support in class and through withdrawal from lessons (only in lower school). The development of good relationships with the pupils and their families is required so that a closer working partnership is developed with the school. The aim is to ensure that all disadvantaged pupils are able to work to the best of their ability achieving or exceeding standards that their ability level reflects.

Major Duties and Responsibilities:

1. To develop and maintain effective and supportive mentoring relationships with children and young people which motivate and challenge them, encourage engagement and empower them to further learning.
2. To contribute to identification of barriers to learning for individual children and young people in relation to behaviour, motivation, aspirations and academic achievement and provide them with a range of strengths and needs and keep accurate records for each identified pupil.
3. To improve attendance, punctuality and reduce exclusions of the disadvantaged pupils
4. To develop, agree and implement a time bound action plan, set targets, review points and exit strategy with groups or individual children and young people based on a comprehensive assessment of their strengths and needs, and keep accurate records for each identified pupil.
5. To assist children and young people to make a successful transition between educational establishments and key stages in their learning and review their progress and achievements (KS2-KS3, KS3 - KS4 and KS4 - KS5).
6. To establish, provide, develop and maintain effective and supportive mentoring relationships with children and young people identified as underachieving, and to devise, implement and evaluate impact of structures interventions and programmes of support.
7. To be responsible for maintaining updating and reviewing individual passports for students identified as disadvantaged.



8. To convey information to the Pastoral Managers and pastoral staff as appropriate in order to ensure that the child's emotional wellbeing, health, safety, welfare and safeguarding are all provided for and supported.
9. To share responsibility for Morning, Lunchtime and after school groups. This includes running the school star shop and managing the Library at Lunch time.
10. To develop and maintain appropriate contact with families and carers, involving them in the support process and encouraging engagement and attendance at events such as parents evening, Options evening etc.
11. To assist in the identification of early signs of disengagement by mentoring of attendance, barriers to learning and those at risk of exclusion and contribute to the development and delivery of specific programmes that reduce the number of learning days lost through low attendance, truancy or exclusion.
12. To attend training, professional development sessions and network meetings with other learning mentors and partner agencies and services working with children and young people and contribute to the identification and sharing of good practice between individuals and institutions to enhance mentoring provision and raise achievement.
13. To liaise closely with staff in school to agree action, monitor progress and evaluate the impact of intervention for all those identified students within the targeted cohort, providing time appropriated reports demonstrating this.
14. To meet regularly with designated line manager (Assistant Headteacher with responsibility for Progress, Tracking and Intervention) to report on progress of identified pupils and to discuss any concerns.
15. To provide a positive role model for the pupils, demonstrating excellent attendance and punctuality and be enthusiastic, encouraging and interested in the pupils you work with.
16. To work with another Learning Mentor to maintain an excellent learning environment in the Library (soon to be re-named), setting out rules and standards expected of pupils using the space.
17. To work flexibly in the interest of the identified cohort. This may include undertaking other duties provided that they are appropriate to employee's background, skills and abilities. Where this occurs there will be consultation with the employee and any necessary personal development will be taken into account.

Resources:

The Pupil Premium strategy provides funding to support the progress of pupils identified as being disadvantaged. This resource can be accessed for individuals or groups on discussion with the Assistant Headteacher with responsibility for Tracking, Progress and Intervention. There must be a clear need identified and an expected outcome. An impact statement, that clearly



demonstrates progress made from an agreed and quantified starting point, will be required support this, post the intervention, and this must be completed in a timely manner.

The learning Mentors will be responsible for the Library (soon to be re-named).

Job Activities:

Part B: PERSONAL AND PROFESSIONAL CONDUCT

All adults working in a school context are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

B1. To uphold the public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- 1.1 Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- 1.2 Having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions
- 1.3 Showing tolerance of and respect for the rights of others.
- 1.4 Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- 1.5 Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

B2. To have proper and professional regard for the ethos, policies and practises of the school in which they teach, and maintain high standards in their own attendance and punctuality.

B3. To have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The school Code of Conduct and Acceptable Use policies for IT systems are key policies which must be clearly understood and adhered to at all times by all staff who work in our school.