

Job Title:	Assistant Learning Mentor
Grade:	6
Responsible To:	<i>Inclusion Lead</i>

Job Purpose
To assist the Headteacher/Principal, Designated Teacher and other Learning Mentors in providing a complementary service to that given by existing teachers and pastoral staff in a School/College to address the needs of pupils/students who need help to overcome barriers to learning both inside and outside the school/college, in order to achieve their full potential.

Main Duties and Responsibilities	
1.	1 Core Activities: - To support the appropriate member of teaching staff in identifying those pupils/students who would benefit most from a learning mentor and, working with others, to draw up and implement an action plan for each child who needs particular support (except where the pupil/student was already subject to an individually tailored plan). - To work closely with the Inclusion Team to identify those who need extra help to overcome barriers to learning inside and outside school/college. - To develop a 1: 1 mentoring relationship with pupils/students needing particular support where necessary, aimed at achieving the goals defined in the action plan. - To apply identified programmes of work or support for pupils with special educational needs. - To monitor and report on the implementation of all plans drawn up to remove barriers to learning for individual pupils/students. - To make full use of the ICT resources of the school/college in relation to the development of individual, independent learning opportunities. - To contribute to student records and comply with the school/college policy on confidentiality. - To attend relevant parents' meetings.
2.	Support the School/College by: - Being aware of and complying with the school/college's policies and procedures. - Being aware of confidentiality issues linked to home/pupil/student/teacher/school/ college work and to keep confidences as appropriate. - Participating in appropriate school/college-based meetings and training activities within contracted hours. - Undertake any other curricula duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that any changes of a permanent nature shall be incorporated into the job description in specific terms, following consultation with the Recognised Trade Unions.

Special Factors

- The nature of the work may involve the jobholder carrying out work outside of normal working hours.
- This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006. Therefore a **DBS enhanced check for a regulated activity (includes a barred list check) is an essential requirement.**

This job description sets out the duties and responsibilities of the job at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot in themselves justify a reconsideration of the grading of the job.

Leicestershire County Council is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Date Prepared/Revised:

Department:	
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Service/Section:	

	Essential	Desirable	How assessed
<u>Qualifications</u>			
Experience/working with pupil/students with identifiable specific needs.	✓		Doc/Int
Have a standard of numeracy and literacy skills equivalent to NVQ Level 2 in English and Maths.	✓		
Or Demonstrable experience identified within the section below.	✓		Ref/Int
<u>Experience</u>	✓		Ref/Int
<u>Knowledge</u>			
Competence in using ICT for routine purposes	✓		App/Int
The ability to work effectively with, relate to and command the confidence of a wide range of young people with families/carers with different ethnic and social backgrounds.	✓		App/Int
The ability to work effectively, relate to and command the confidence of teaching staff and senior management within the School/College.	✓		App/Int
<u>Skills and Competencies</u>			
Evidence of a high level of personal sensitivity and professional skills in dealing with students, parents, colleagues and the community.	✓		App/Int Ref/Int
Willingness to be flexible both in approach and use of time	✓		
	✓		
	✓		

• An empathy towards student well-being. • Sympathetic attitude to all when under pressure. • Flexibility and responsiveness. • Reliability. • Able to discipline students firmly and fairly. • A good team member. • Ability to manage time effectively. • Evidence of ability to provide colleagues with a good professional role model • The ability to work with colleagues to assess and review the learning of young people in the context of family and other relevant circumstances and plan appropriate responses. • Evidence of self-motivation and ability to be self-critical to evaluate own performance. • Ability to work effectively with teachers across the curriculum in planning and implementing Individual Educational Plans • Ability to assess and review the learning of individual students in conjunction with appropriate teaching staff. • Evidence of ability to inspire and motivate both students and colleagues.	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓		
<u>Other Requirements</u> An understanding of, and commitment to Equal Opportunities, and the ability to apply this to all situations. Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010	✓ ✓		App/Int Med

Key:
App = Application Form
Test = Test
Int = Interview
Pre = Presentation
Med = Medical Questionnaire
Dc = Documentary Evidence (E.g., Certificates)
Date Prepared/Revised: