

St Aidan's Church of England High School

Learning Mentor Job Description
25 hours per week – (4 days 8.40am-3.40pm)
Term time only – Band 6 (with SEN allowance)

The role of the Learning Mentor is to support a number of students in school with more complex social, emotional and behaviour needs.

We need to enable vulnerable students to regulate their emotions, to model and teach appropriate interactions, to de-brief when things go wrong and to make reparations.

Job Description:

- supervise students working in the ILC
- support students in their mainstream lessons
- delivering intervention programmes to named students who have been referred by PIM / HoY / SENCO
- liaising with teachers / PIM / HoY's / SENCO
- helping students to reintegrate into lessons
- creating behaviour profiles to enable behaviour targets to be set for individual students
- debriefing students after incidents have occurred
- implementing strategies for students with attachment issues
- helping students to regulate their emotions
- transitional support – be available at key transition times – before lessons, after break, after lunch
- to assist pastoral staff in liaising with parents and record keeping
- some break and lunchtime duties to support students
- ability to undertake Maths, English and Science tuition (desirable, not essential)

Person Specification

To be able to undertake the duties in the job description, applicants should possess the following knowledge and skills:

- An ability to diffuse conflict
- A range of behaviour management strategies
- Empathy with young people facing barriers to their learning
- The ability to deal with sensitive information in a confidential manner
- The capability to remain calm under pressure
- The ability to use own initiative and flexibility to cope with the unexpected
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- A good level of English and Maths.
- Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts.
- Excellent organisational and time management skills.
- The ability and willingness to work constructively as part of a team.
- The ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy
- The ability to organise the classroom activities e.g. preparing and setting out resources and implementing strategies for teaching and learning

Desirable

- Thrive training (desirable, not essential)
- Experience of working with children in an educational setting
- Knowledge & understanding of the National Curriculum, especially the literacy and numeracy strategies
- Extremely competent IT skills to support learning and to demonstrate and use a range of educational software.