



Shelton Junior School

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Headteacher: Mr J. Bacon

Learning Mentor

Job Description & Person Specification

Job Title	Learning Mentor and Senior Play Lead
Line Manager	Pastoral lead, School Business Manager (SBM), and Assistant Headteacher (ASHT) (See below)
Purpose of Job	<ol style="list-style-type: none"> 1) To provide support and guidance to children and young people who are experiencing difficulties in learning due to social, emotional or behavioural problems or other issues. 2) Lead lunchtime provision, organise Happy Lunchtime activities, manage deployment of staff, manage system of lunchtime rewards and sanctions. 3) Lead After School Club provision.
Specific Responsibilities:	<p>1) Learning Mentor – reporting to Pastoral Lead</p> <ul style="list-style-type: none"> • To promote positive behaviour patterns, raise self-esteem and improve independent working in pupils to assist their education and growth. • To support the physical and emotional well-being of pupils. • To promote and support inclusion for all children including pupils with SEN, EAL and those with a physical disability. • To build and maintain positive and professional relationships with pupils, treating all children consistently, with respect and consideration. • To help develop pupils' confidence and self-esteem through listening to them and devising appropriate programmes of support. • To implement individual programmes for specific pupils under the guidance of the Pastoral Lead, SENDCo, SLT or outside agencies. • To develop and agree action plans for individual pupils and groups of pupils. • To liaise with the Pastoral Lead, Headteacher, SLT, class teachers and parents regarding the support in place for pupils. • To support pupils in the classroom, playground or in a 1:1 setting. • To support underperforming learners in identifying issues which are creating barriers to learning and help them in beginning to address these barriers. • To maintain records on pupils' attendance, punctuality and progress and be able to recognise how these link with pupils' wellbeing. • To support pupils with the transition to secondary education.

Together, we learn, trust and succeed.

Learn ... reach your full potential - *curiosity, concentration*

Trust ... caring staff support every child in school - *collaboration*

Succeed ... overcome barriers - *resilience, reflectiveness*

2) Lunchtime Lead – reporting to ASHT

- To set up and coordinate a variety of activities outside in the playground area that will promote children’s social, emotional and physical development during lunch time period.
- To manage lunchtime staff rotas and direct staff with specific lunchtime tasks and duties
- To ensure that all children are properly supervised by lunchtime staff.
- To monitor the behaviour of pupils in a positive way following the school’s behaviour policy.
- To ensure the safety and wellbeing of children, providing emotional support where necessary.
- To arrange and supervise appropriate play and physical activities.
- To ensure that all pupils who suffer any injury or accident are dealt with appropriately in accordance with the school’s agreed policies and procedures co-ordinating with First Aid Lead and first aiders.
- To coordinate activities that are engaging and challenging, both mentally and physically, for all children.
- To adapt activities due to inclement weather.
- To actively promote the range of activities on offer to the pupils.

3) After school Club Lead – reporting to SBM

- Plan and prepare After School Club facilities and activities, ensuring quality standards agreed are met.
- Recognise the quality of the After School Club has an impact on learning and on pupils’ attitude to school.
- To keep a register of children attending and to carry out all administrative duties in accordance with the role, for example, medical forms, etc.
- To interact positively with children to encourage them to engage in meaningful and constructive activities, and to deal with emergencies that may occur.
- Supervise children in collecting food, being seated, clearing away crockery, moving to activities, in activity area and/or playground as appropriate.
- Organise and plan play and art activities, reading and homework support.
- Establish good relationships with children – interact positively, encouraging cooperation and mutual support; monitor children’s well-being and readiness for class; provide help and support to children.
- Encourage good behaviour by using praise and reward and taking action with poor behaviour in line with school policy.
- Ensure health and safety of children – maintain a register of children attending, control access to other parts of the school, administer any necessary basic first aid, record all injuries in the accident book, ensure children understand action to be taken in case of fire. Ensure a First Aid Box is taken outside during outdoor activities.
- Consider the needs of all pupils including those with SEND and other protected characteristics when making decisions about the club.

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Succeed ... overcome barriers - resilience, reflectiveness

- Speak clearly and listens carefully to pupils, using questions to check understanding.
- General**
- Build effective working relationships with others by being open and honest.
 - Treat all colleagues in a courteous and helpful manner, challenging racism and discriminating behaviour.
 - Attend and participate in relevant meetings as required.
 - Participate in training and other learning activities and performance development as required.
 - Be aware of and comply with all school policies and procedures
 - Be aware of, and support, difference and ensure all pupils have equal access to opportunities to play, learn and develop. To demonstrate an understanding of and a commitment to the Equal Opportunities policies and school equality objectives.
 - Be responsible for own Health & Safety, as well as that of colleagues, pupils and the public. Employees should cooperate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.
 - Duties and responsibilities of the post may change over time as requirements and circumstances change. The person in the post may also be required to carry out such other duties consistent with the grade from time to time.
 - Be familiar with, and comply with a full range of policies and procedures relating to safeguarding, health & safety and confidentiality. Ensure all concerns are reported to the appropriate person
 - Work collaboratively with colleagues and build and maintain professional and positive relationships.
 - Strive to continually develop practice through taking on feedback and seeking out CPD opportunities.

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Person Specification

Personal education and qualification	<ul style="list-style-type: none"> • To have qualifications in Maths and English GCSE, grade C or above or equivalent. • To have Learning Support Assistant Level 3 qualification or higher education qualifications. • To have the ability to communicate using standard English • To have basic ICT skills for record keeping and completing referral forms to outside agencies.
Desirable skills	<ul style="list-style-type: none"> • To have at least 2 years of experience of working in a school setting • Meet the national occupational standards (NOS) in supporting Teaching and Learning Level 3, NVQ Level3 or equivalent qualification • To have good understanding of safeguarding • Good understanding of child development and learning • Promote good pupil behaviour, and deal promptly with conflict and incidents
Desirable personal skills	<ul style="list-style-type: none"> • Calm and purposeful • Ability to relate to young people and act as a positive role model • Able to direct others with clarity • Professional and honest • Maturity • Positive and nurturing • Excellent interpersonal skills • Effective listening skills • A non-judgemental approach • Excellent communication skills (both written and verbal) • Resilience - the ability to remain calm and work well under pressure • Excellent use of initiative and quick thinking • Ability to work creatively and collaboratively • Flexible and open to change • Good organisational skills • Problem solving skills

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