



Job Description

Post:	Learning Mentor
Grade:	NJC Pay Scale SCP 7-11, Term time only, pro rata (FTE £22,369).
Location:	The Pilgrim Pathways School, Ida Darwin & Addenbrookes sites, Cambridge.
Start Date:	1 st September 2023
Hours:	24 hours per week, Term time only.
Contract:	Permanent
Reports to:	Teacher in Charge/SENCo

Job Purpose:

The role of Learning Mentor enables students to work towards overcoming social, emotional and learning difficulties which act as barriers to learning. They bridge academic and pastoral support roles ensuring that individual pupils and students participate more effectively in their own learning and prepare them well for adult life and independent living. The barriers to learning can be wide ranging and often very personal to the individual pupil. Learning Mentors help to support in overcoming these issues and help them to address what it is that is getting in the way of their learning.

- To work in partnership with the Teachers in Charge/Specialist Teachers to support and enable young people with their communication and management needs.
- To work flexibly within the school day to assist in the smooth running of the school.
- To assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment.
- To promote the inclusion of all pupils ensuring they have equal access to opportunities to learn and develop.
- To be responsible for promoting and safeguarding the welfare of the children and the young people within the Pilgrim School.
- To build nurturing and supportive relationships with hard-to-reach, vulnerable young people.

Accountabilities:

Support for the Pupils

- Establish and maintain supportive relationships with individual pupils, small groups and parents/carers to ensure they understand and can achieve the tasks.
- To deliver pastoral and learning support to individual and small groups, under the direction of the Teacher In Charge.
- To support students with challenging behaviour and behaviour management in line with school and centre policy.
- To establish and develop productive working relationships with pupils acting as a role model and developing 1:1 mentoring arrangements and providing support for pupils.
- To work with pupils, understanding how to motivate and encourage them to develop and achieve.
- To provide support for pupils to broaden and enrich their learning.
- To work with the teacher in charge to develop and implement IEP's, behavioural, and attendance support plans.
- To promote the inclusion and acceptance of all pupils within the classroom. Encourage pupils to interact and work co-operatively with others and engage in activities.
- To work with small groups of children or individually and to take responsibility for their learning as directed by the class teacher.
- To support children in mixed ability groups or individually ensuring that they understand tasks and learning objectives.

Support for the curriculum

- Within an agreed system of supervision, to deliver learning and teaching activities and adjust these when necessary.
- To use and prepare specialist equipment, plans and resources necessary to support learning activities, taking into account pupil's interests, language and cultural background.
- Provide targeted support to enhance learning and improve attainment.
- Provide additional tuition for pupils who need extra support.

Support for the teachers

- Within an agreed system of supervision, to work with the teacher to develop lessons, work plans and the classroom environment.
- To assess, feedback and record the achievements and progress of pupils through agreed monitoring systems.
- To support the classroom's behaviour management strategies, working with the teacher. To be proactive in managing behaviour and promote self-control, independence and reintegration.
- Support pupils transitions from the unit to the classroom.
- To accompany teachers and classes on educational visits.
- Support for all teaching staff in the preparation of materials.
- To undertake whole class activities occasionally, under the direction of the class teacher and for short periods of time.

Liaison:

- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Liaise with health staff on site as relevant.
- Liaise with home schools or other educational provisions, as relevant.

Professional Development:

- Regularly review the effectiveness of your teaching and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary, responding to advice and feedback from colleagues.
- Within an agreed system of supervision to facilitate learning during short periods of absence for planned meetings.
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the Pilgrim School or as developed as an outcome of your appraisal.

Other Specific Duties:

- To be aware of and comply with the policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person.
- To contribute to the overall ethos and vision of the school.
- Work effectively as part of a team.
- To attend and participate in regular meetings and in training and other activities as required.
- To undertake other duties appropriate to the grading of the post, as required.