

Learning Mentor for Pupils receiving Pupil Premium Grant

Job Description

Purpose of the post

- to provide pastoral and learning support for vulnerable or disadvantaged children eligible for PPG (Pupil Premium Grant)
- to liaise with, signpost and support the wider family for the benefit of children's outcomes.

Key tasks

- act as agency for the child – representing, communicating and promoting their best interests
- identify barriers to learning and provide personalised support with academic learning and social development in the classroom whilst encouraging pupil's self-esteem, motivation and independence
- enhance the wellbeing, engagement and resilience of children by providing a familiar, accessible and reassuring presence during class time, play time and before or after school as needed
- establish constructive working relationships with children and their families to promote inclusion
- identify opportunities for improving cultural capital
- track and work to improve attendance and participation in extra-curricular activities for children, including off-site trips, internal events and holiday provision
- work with other professionals to plan how we can deliver success for each child
- maintain up-to-date knowledge of national Pupil Premium guidance, research and statutory requirements
- work with local authority to ensure that funding and financial support is accessed
- ensure the school's Pupil Premium strategy is published, evidence-based, and reviewed annually
- track attendance, attainment, progress and participation of Pupil Premium pupils regularly
- encourage children to join in with learning activities that promote their development and enjoyment of learning
- promote collaboration within groups of children
- use a variety of delivery methods to support pupils
- provide pastoral support, helping children to manage their feelings and concerns and engaging other partners (including external agencies) if necessary
- set high expectations for pupils' behaviour and maintain a good standard of discipline through well-focused support (including during playtimes and lunchtimes)
- liaise with and offer support and signposting to the wider families (if needed)
- safeguard the welfare of children by ensuring that concerns are listened to and acted upon, liaising with DSL team if required and working effectively with external agencies
- advocate for the child in meetings with other agencies, e.g. Early Help and social services
- to communicate regularly with the class teacher, wellbeing mentor, SEND lead and Executive Leadership Team
- monitor interventions and adapt support as needed

General requirements

- to contribute positively to effective working relationships within the school
- to support and contribute to the school's responsibility for safeguarding children
- to promote the safeguarding of all pupils in the school
- to work in line with statutory safeguarding guidance (e. g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- to engage with social services and other support agencies (alongside school leaders) where appropriate
- to work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- to contribute to the personal, social and health education of pupils according to school policy
- to actively pursue personal and professional development
- to promote a learning culture
- to play a full part in the life of the school community and support its ethos
- to undertake other reasonable tasks commensurate with the grading and level of responsibilities of the posts as directed by the Headteacher or Executive Leadership Team

Person Specification

Experience, Knowledge and Understanding

- understanding of and experience in safeguarding
- knowledge about how to create secure, nurturing, stimulating learning experiences for children
- a sound grasp of the concept of inclusive practice
- knowledge and understanding of how young children learn
- knowledge of issues relating to equal opportunities; multi-cultural education; personal and social education; special educational needs
- some understanding of the importance of ongoing assessment in the learning process
- comfortable working with children, liaising with families and engaging with external agencies

Skills and Abilities

- skilled at making and sustaining positive relationships with young children whilst valuing their diversity in order to enhance their learning and social development
- ability to stimulate children's interest in learning
- able to make effective relationships with parents, communicate with them and encourage their active participation in their child's education
- skilled at breaking down tasks into small, manageable steps
- good written and oral communication skills
- skilled at communicating with children and adults

- skilled at developing children's self-esteem and motivation so that they become resilient, independent learners
- able to work closely and develop positive relationships with children of different ages
- ability to create and manage own timetable and be responsive to need
- an agile worker who can manage varied tasks within a short time frame

Personal Qualities

- committed to further professional learning
- emotionally intelligent
- self-motivated and resilient
- calm, patient, composed and professional
- high expectations of self and others
- prepared to work hard and 'go the extra mile for the children'
- able to listen and to reflect
- organised and efficient
- flexible and agile
- committed to inclusion and success for all children