

# **JOB DESCRIPTION AND PERSON SPECIFICATION**

## **Pastoral and Learning Mentor**

### **Job Description**

#### **Role Purpose:**

The Pastoral and Learning Mentor plays a key role in supporting the work of the senior leadership team, under the guidance of the Deputy Headteacher:

- To take a lead role in providing high quality and effective pastoral and learning support across the school, maintaining accurate records and working with staff, pupils, parents and external agencies to ensure appropriate plans and strategies are in place to support pupils and their families
- To lead peer to peer mentoring and deliver small group interventions to meet the needs of pupils
- To be a member of the Safeguarding Team: undertaking support for identified pupils and families under the direction of the DSL

This job description may be amended at any time, following consultation between the Headteacher and member of staff and will be reviewed annually.

#### **Key Areas and Job Responsibilities:**

##### **Pastoral:**

- Meet with pupils and parents as necessary to address pastoral concerns
- To develop, agree and implement time bound action plans with groups or individuals linked to the needs of vulnerable pupils and to maintain accurate records of work for each identified pupil
- To liaise closely with school staff to ensure that everyone understands and supports the strategies being used to develop pupils' skills for learning and learning behaviour
- To contribute to the identification of barriers to learning for individual children and provide them with a range of strategies for overcoming barriers
- To lead peer to peer mentoring across the school, focused on social interactions e.g. during play and lunchtimes
- To work closely with the SLT, SENDCo, Safeguarding Officer and Attendance Officer to improve attendance of vulnerable pupils
- Take a joint lead to develop pastoral care of pupils, providing CPD as necessary
- Lead workshops and arrange external talks to educate parents in pastoral trends and issues facing pupils

##### **Pupil Wellbeing:**

- Take a lead role in developing and implementing practices which reflect the school's commitment to positive behaviour and emotional well-being
- Contribute to schools positive behaviour policy
- Work with the PHSE and Forest School lead to enhance the delivery of the curriculum in this area, reflecting the schools own issues
- To deliver interventions to groups or individuals, to meet their needs

### **Admissions and Transition:**

- To support the pastoral transition of vulnerable pupils, particularly from Nursery to Reception and Year 6 to Year 7

### **Management and General:**

- To be a point of contact with parents/carers in relation to pastoral care and behaviour matters - liaising with teaching staff and senior leaders
- Undertake sessions to support parents and the community e.g. positive parenting, toddler group ...
- Follow up all correspondence from parents/carers to ensure enquiries have been dealt with
- Meet parents as required
- Attend Senior Leadership Team or staff meetings as required
- To keep up to date with the range of activities, courses and opportunities, organisations and individuals that could be drawn upon to provide support to pupils and build up a detailed knowledge of support available
- To attend training and professional development sessions
- To research, plan and deliver 1-2-1 mentoring/support sessions with identified pupils on a range of subjects that may be hindering individual learning
- To research, plan and deliver group sessions/workshops with identified pupils on a range of subjects that may be hindering their learning
- To plan and deliver a wide range of activities which promote learning, good behaviour, better social skills and well-being e.g. Through the use of lego therapy, forest school and specific nurture groups
- To assist where and when necessary with the induction of pupils
- To liaise with Pastoral team keeping them well informed about their pupils which you mentor/support
- To ensure your Line Manager is informed immediately of any concerns in relation to the students you mentor/support
- To ensure the DSL is informed immediately of any concerns relating to safeguarding in relation to the students you mentor/support
- To attend team and School meetings and those that are specifically in relation to the pupils that you mentor/support, such as pastoral support programmes or liaison with multi agencies
- To maintain accurate records on named students which measure the impact of your intervention - providing regular feedback/reports
- To undertake other duties, appropriate to the post, as may be required from time to time

**Person Specification:**

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

	<b>Essential</b> These are qualities without which the applicant could not be appointed.	<b>Desirable</b> These are extra qualities which can be used to choose between applicants who meet all of the essential criteria.	<b>Method of Assessment</b>
<b>Qualifications</b>	GCSE grade C or above, or equivalent, in Maths and English Working knowledge of policies and procedures relating to child protection.	Safeguarding Training Level 2 or equivalent	Certificate
<b>Experience</b>	Experience of working with children or young people and their families.  Experience of managing a caseload and maintaining accurate records.	Experience of working in a school environment.  Experience of dealing with safeguarding cases.  Experience of contributing to or delivering training.  Ability to contribute to policy development  Knowledge and experience of working with a wide range of support agencies and services.	Application and Interview
<b>Skills</b>	Ability to facilitate children and young people's learning and development through mentoring, promoting and maximising educational achievement.  Good listening skills and the ability to communicate effectively both orally and in writing, especially with children.  Excellent organisation and time management skills.		Application and Interview
<b>Knowledge</b>	Working knowledge of safeguarding		Application and Interview

	Understand how external agencies work, what they do and when it would be beneficial to use them.		
<b>Personal competencies and qualities</b>	<p>Enthusiasm and commitment to working with children and their families.</p> <p>Ability to respect confidentiality</p> <p>An open, honest and transparent approach</p>	Be a strong, reliable dependable person, consistent in approach but maintaining a sense of humour.	Interview