

<b>JOB TITLE</b>	<b>Learning Mentor</b>
<b>GRADE</b>	Grade: NJC 18 – 28  £31,537 - £39,152 (actual pro rata amount £27,156 - £33,713) + SNA allowance
<b>WORKING PATTERN</b>	Full time 36 hours per week (Term Time Only + 5 days)
<b>RESPONSIBLE TO</b>	<b>Headteacher and Inclusion Manager</b>

#### **SCOPE OF THE JOB:**

To support the academic, personal, social and emotional development of identified pupils within the Academy, through small group and 1:1 session. The postholder will implement a range of interventions that remove barriers to learning, support curriculum delivery, promote regulation and resilience, and enable pupils to reach their full potential. This includes close liaison with families, external agencies and school staff.

#### **MAIN DUTIES:**

- Provide a complimentary service that enhances existing provision in order to support learning, participation and encourage inclusion for a given cohort.
- Develop and maintain effective and supportive mentoring relationships with pupils and those engaged with them providing appropriate advice and support.
- Plan, prepare and deliver small group and 1:1 intervention focused on; social communication, emotional regulation, mental health, life skills and independence and academic support / catch-up.
- Measure the impact of interventions delivered. Review pupils' progress against individual and group targets, adapting support as needed.
- Use data and professional judgement to identify signs of disengagement and develop timely intervention plans.
- Monitor attendance and implement strategies to support improved attendance in line with Warrington/Salford's School Attendance Strategy.
- Assist in supporting the Inclusion Manager and the school office in checking attendance of pupils including carrying out home visits to ensure pupil safety.
- Assess, record and report on pupils' achievement, progress and development.
- Support with behaviour management throughout the school day.
- Assist with the supervision of pupils at break and lunchtimes, as directed.
- Build positive, trusting relationships with pupils to support their engagement, wellbeing and participation in school life.

- Use a range of therapeutic and relational strategies to help pupils build confidence, independence and self-regulation.
- Liaise with teachers and support staff to ensure consistency of approach across the school.
- Work collaboratively with external agencies and families to coordinate effective support for pupils, attending meetings and contributing to reports as required.
- Make contact with parents and carers and, where necessary, carry out home visits under the direction of the Inclusion Manager, to provide support and strengthen engagement with education.
- Maintain accurate records of interventions, progress, behaviour, attendance and safeguarding information in line with school policy.
- Ensure appropriate knowledge of school policies and procedures as well as curricular knowledge, where necessary, to improve the learning and engagement of a given group of pupils.
- Support pupils' reintegration following periods of dysregulation, ensuring clear communication with staff and parents.
- Promote inclusion and equality of opportunity for all pupils, celebrating diversity and individuality.
- Support the wider work of the school through participation in enrichment, transition and offsite learning activities.
- Any other duties commensurate with the grade of the post as determined by the line manager or Headteacher.

#### **SAFEGUARDING:**

- Hold a recognised Deputy Designated Safeguarding Lead (DDSL) qualification, or demonstrate a willingness to work towards achieving this.
- Contribute to the safeguarding, promotion of welfare and personal care of all pupils, ensuring the highest standards of care and vigilance.
- Be aware of, and comply with, all policies and procedures relating to safeguarding, health and safety, security and confidentiality, reporting all concerns promptly to an appropriate person.
- Kings Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

*The job description is current but recognises that while every effort has been made to explain the main duties and responsibilities, each individual task may not be identified. It is recognised that technological changes and advancements make it impossible. Therefore, in consultation with the post holder, it may be amended to reflect or anticipate any changes in the role.*

**April 2026**

## PERSON SPECIFICATION

### Education & Training

#### Essential:

- Excellent literacy and numeracy (Level 2 English & Maths or equivalent)
- NVQ Level 2 or equivalent experience in a school environment
- Training in SEND-related interventions
- Recent safeguarding training

#### Desirable:

- Team Teach qualification
- First Aid qualification

**Assessment:** Application / Interview / Certificates

### Experience

#### Essential:

- Experience working with SEND pupils
- Experience mentoring pupils and identifying support needs
- Experience delivering and evaluating interventions
- Experience improving attendance
- Understanding of child development and barriers to learning
- Experience working with external agencies
- Strong safeguarding knowledge

#### Desirable:

- Minimum 1 year as Learning Mentor or similar role
- Experience with CIN/Core Group/Early Help meetings
- Knowledge of Salford Attendance Strategy and Arbor MIS

**Assessment:** Application / Interview

### Personal Qualities & Attributes

#### Essential:

- Commitment to safeguarding
- Strong interpersonal and teamwork skills
- Ability to engage disengaged pupils
- Flexible and adaptable
- Calm, nurturing approach

- Ability to work independently
- Reflective practitioner
- Caring and positive attitude
- Effective use of ICT

**Desirable:**

- Full driving license and access to a vehicle

**Assessment:** Application / Interview