Norham High School

Job description: Learning Mentor – Internal Exclusion (LG6 SCP 12 - 15)

Responsible to: Student support lead

Job Purpose: To supervise, manage and support pupils who have been internally/externally excluded, to provide a complementary service to existing teachers and pastoral staff in the school, addressing the needs of children who need help to overcome barriers to learning both inside and outside the school, in order to achieve their full potential

**Duties and responsibilities:**

Supervise individual pupils working within Internal Exclusion for periods lasting normally from one to five days, for pupils from Churchill Community College and Norham High School. This will include:

* Recording the pupil’s attendance in internal exclusion
* Ensuring that the pupils do appropriate work during their time in exclusion
* Liaising with the pupil’s Head of Year over progress made/any mentoring during their time in internal exclusion
* Giving the pupils appropriate assistance with their work, as appropriate
* Updating Sims with the relevant recording information and, where needed, analysis patterns / trends in terms of data of pupils that access internal exclusion

Assist and support the Head of Year with persistent behaviour issues / BFL.  This will include:

* 1-1 mentoring of pupils; sometimes alongside teaching staff
* Working with / analysing data
* 1-1 mentoring of other students in the year group to support learning
* Communicating with parents and carers

Undertake administration / other tasks related to Behaviour for Learning. This will include:

* 1-1 mentoring to address academic underachievement from a cohort of pupils from across the year groups
* Reporting to the leadership team if required to share the impact of our BfL policies and the use of exclusion to manage and develop pupils at risk of further or permanent exclusion

**General**:

We expect all staff at Norham to:

* Believe in every child regardless of their background or disadvantage
* Be committed to raising standards and continuous improvement
* Communicate well with all pupils, parents, carers and colleagues
* Be positive and co-operative, especially in times of change
* Be punctual
* Uphold the 3 Rs in their interactions with all pupils (Respect, readiness and responsibility)
* being aware of and complying with all school policies and procedures
* undertaking a performance management annual review with the relevant line manager
* identifying own training needs and participating in training and performance development as required
* Other reasonable requests made by the Headteacher

**In addition to the above the post holder must be committed to safeguarding and promoting the welfare of children and young people**.

**To undertake any other duties appropriate to the grade of the post.**

**Job descriptions are subject to annual review.**

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| **Person Specification –Learning Mentor** | | | |
| **Area** | **Criteria**  **Requirement - E = Essential - D= Desirable**  **Assessment by Application =A Interview process = I** | **R** | **A** |
| **Skills**  **Knowledge**  **Aptitudes** | * The ability to engage constructively with, and relate to, a wide range of young people and families/carers with different ethnic and social backgrounds * The ability to work effectively with, and command the confidence of, teaching staff and senior management * Working with others, the ability to assess and review young people and family circumstances and plan appropriate responses, drawing on in-school and external advice and expertise of, where necessary * A proven track record in working with young people and the ability to see a child’s needs in the round * A desire to do something worthwhile for young people, to understand their needs and to gain insights into how they think * Knowledge of and the ability to draw on a support, information, opportunities and guidance * Ability to identify potential barriers to learning and jointly engage in strategies to overcome these barriers * Ability to engage in joint goal setting with the individual child as part of the action planning process * Competence in the skills of networking, counselling, facilitating and developing others | E  E  E  E  E  E  E  E  E | A I  A I  A I  A I  A I  A I  A I  A I  A I |
| **Experience** | Evidence of successful experience of working with children of relevant age | E | A I |
| **Disposition** | * Able to work on own initiative and as part of a team with minimal supervision. * A friendly, positive and flexible approach. | E  E | A I  A I |

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| **Signature of post holder** |  | **Date** | **/ /** |
| **Signature of headteacher** |  | **Date** | **/ /** |

**This school is committed to safeguarding and promoting welfare of children and young people. Please note this position will require an Enhanced disclosure from the Disclosure & Barring Service.**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.This document must not be altered once it has been signed but will be reviewed annually.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation with you.