

Learning Mentor - Person Specification

	JOB REQUIREMENT	Essential	Preferred	* How assessed
Qualifications, knowledge and experience	Good standard of general education, including Literacy and Numeracy at Level 2 or above (or equivalent)	√		A
	Educated to degree level (or equivalent) in a relevant subject area i.e. Education, social care, SEND, mental health etc		√	A
	Evidence of CPD in the areas of Education, behaviour or social and emotional mental health		√	A
	Demonstrable experience of supporting students in overcoming barriers to learning by applying practical strategies	√		I
	Experience of working with vulnerable children and/or young people	√		A
	Knowledge of school attendance expectations and experience in the daily monitoring of student attendance and the follow up procedures when learners are absent	√		I
	Experience of successfully working with and supporting parents/carers.	√		A & I
	Experience of monitoring and evaluating academic progress and collating information	√		A & I
	Experience of identifying barriers to learning and development	√		I
	Previous experience of making Safeguarding referrals and following up with the Local Authority Safeguarding Children's Partnership.		√	I
	Experience of supporting 'Children Looked After' (CLA), their foster carers/children's homes & the local authority's Virtual School with the termly Personal Education Plan (PEP) process		√	I
	Experience of working collaboratively to achieve successful EHCP Planning/Transition meetings		√	I
	Experience of identifying, supporting and motivating young people into appropriate, sustainable Post 16 Positive Pathways.		√	I
	Experience of daily input and adaptation of learning and support to meet the needs of all individuals as part of a diverse caseload which includes learners with Education, Health & Care Plans (EHCP) for Social Emotional Mental Health and/or Cognition & Learning.		√	I
	Experience of working effectively with internal and external professional agencies		√	A & I
Personal and interpersonal	Interacting and Presenting - Relating and Networking Establishes good relationships with parents, pupils, staff and other stakeholder's; Builds wide and effective networks of contacts inside and outside the organisation; Relates well to people at all levels; Manages conflict; Uses humour appropriately to enhance relationships with others	√		I
	Analysing and Interpreting - Writing and Reporting Writes clearly, succinctly and correctly; Writes convincingly in an engaging and expressive manner; Avoids the unnecessary use of jargon or complicated language; Writes in a well-structured and logical way; Structures information to meet the needs and understanding of the intended audience	√		I
	Organising and Executing - Planning and Organising Sets clearly defined objectives; Plans activities and projects well in advance and takes account of possible changing circumstances; Manages time effectively; Identifies and organises resources needed to accomplish tasks; Monitors performance against deadlines and milestones	√		I
	Supporting and Co-operating - Working with People Demonstrates an interest in and understanding of others; Adapts to the team and builds team spirit; Recognises and rewards the contribution of others; Listens, consults others and communicates proactively; Supports and cares for others; Develops and openly communicates self-insight	√		I
	Supporting and Co-operating - Adhering to Principles and Values Upholds ethics and values; Demonstrates integrity; Promotes and defends equal opportunities, builds diverse teams; Encourages organisational and individual responsibility towards the community and the environment	√		I
	Adapting and Coping - Coping with Pressures and Setbacks Works productively in a pressurised environment; Keeps emotions under control during difficult situations; Maintains a positive outlook at work; Handles feedback well and learns from it	√		I
Child Protection	A commitment to the responsibility of safeguarding and promoting the welfare of young people.	√		A & I
	Enhanced DBS disclosure (<i>to be completed by preferred candidate following interview</i>).	√		C
	Willingness to undertake safeguarding training when required.	√		I

* A = application, C = clearances, I = interview, T = task