



## Hadrian Learning Trust -Job Description

|                             |   |                                 |                          |
|-----------------------------|---|---------------------------------|--------------------------|
| <b>Post Title:</b>          | Learning Mentor   | <b>Director/Service/Sector:</b> | Children's Services      |
| <b>Band:</b>                | 4   | <b>Workplace:</b>               | HMS and QEHS Part of HLT |
| <b>Responsible to:</b>      | Assistant Headteacher, Student Standards and Support and Student Support Coordinator Standards and Support. | <b>Date:</b>                    | September 2025           |
| <b>Job Description Ref:</b> | 4 F   |                                 |                          |

### Responsible for:

**Job Purpose:** Responsible for safeguarding and promoting the welfare, emotional health and wellbeing of students; challenge, motivate and inspire through intervention services by removing barriers to learning; helping students develop resilience to help them cope with any problems that they face; liaise with staff and other professional bodies to provide relevant support for students; liaise with parents and provide support; and maintain secure confidential records.

|                  |          |  |
|------------------|----------|--|
| <b>Resources</b> | Staff    | None   |
|                  | Finance  | None.  |
|                  | Physical | Office equipment, accuracy and security of sensitive information and databases, and Classroom Resources                                |
|                  | Clients  | Internal (Teachers, Other Staff, Pupils) and External (Parents, Visitors, Members of the Public), external agencies and professionals. |

### Duties and key result areas:

#### Key responsibilities linked to the role:

#### Support for Students

- To work with students on a referral basis, identifying their needs and barriers to learning and delivering targeted support accordingly.
- To contribute to drawing up and implementing an action plan for each child who needs particular support.
- Provide a one to one and group intervention service within QEHS:
  - Accepting referrals from the Student Support Coordinator
  - Develop and implement a programme for group mentoring
  - Offer pupils emergency support
  - Offer home visits as part of the school's pastoral support service
- Provide lunchtime group support.
- To assist in maintaining regular contact with families/carers of children in need of extra support, to keep them informed of the child's needs and progress and to secure positive family support and involvement.
- Liaise and co-ordinate with external agencies who are working with the students in school.
- Main areas/subjects on which mentoring and support is provided:-
  - Sex and relationships
  - Emotional health
  - Bullying



- d. Self-harm and eating disorder
  - e. Equality and discrimination
  - f. Self-esteem
  - g. Bereavement
  - h. Behaviour and anger management
8. Work with students using 'Restorative Justice' approaches which are based on key features of – respect; responsibility; repair and reintegration.
  9. Recommend students to be referred to external agencies and liaise as instructed.
  10. Provide support for students at key transition points through their academic journey, providing and delivering part of the transition programme.
  11. Develop a positive rapport with pupils, staff and parents.
  12. Maintain an atmosphere of mutual support and respect and appropriate standards of behaviour as an ambassador for the Trust.
  13. Help pupils to understand and to work to instructions.
  14. The ability to work as part of a team in a successful and dynamic School.
  15. Reporting on, and monitoring specific pupils / groups when required.
  16. Support pupil development with respect to the national curriculum.
  17. Prepare and maintain equipment and resources as directed by the Assistant Headteacher, Student Standards and Support.
  18. High levels of personal and professional integrity and the ability to exercise discretion and confidentiality.
  19. Manage large groups of pupils of varying ability and complex needs.
  20. Deal with any allegations and disclosures that are made liaising with the Designated Person for Child Protection within school, and following procedures and guidelines.
  21. Attend Police Protocol and other relevant meetings as required.
  22. Liaise with the school peer mentors.
  23. Support Middle School peer mentoring work.

### **Support for the Teacher**

24. Provide the Student Standards and Support team with accurate and objective feedback on pupil progress and other matters.
25. Support the teacher in the management of pupil behaviour.
26. To work in partnership with teaching staff and liaise with them regarding tracking student achievement and progress, and wellbeing and behavior.

### **Support for the Curriculum**

27. Deliver learning activities to pupils within an agreed framework of supervision, adjusting activities to meet pupil needs.
28. To work with LGC to ensure students are fully supported. Support will be required in the following areas: monitoring achievement – personal, social and academic; punctuality and attendance; study/organisational skills; emotional health and well being; and behaviour issues.
29. Deliver local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development
30. of relevant skills. Provide one to one support in and out of the classroom.
31. Support use of ICT in learning and develop pupils' competence and independence in its use.
32. Help pupils access learning activities through specialist support.
33. To engage students in group work specific to their needs e.g. self esteem, attendance.

### Support for Parents

34. Provide guidance and support as required.

### Administration

35. Manage and use manual and computerised record and information systems e.g. Bromcom, Microsoft office
36. To use tracking documents to record and monitor impact of all interventions.
37. Provide personal, administrative and organisational support to the HOY and DHOY and AHT SS as required
38. Provide and produce detailed reports/information as required.
39. Produce, and respond to, complex correspondence from internal and external parties.
40. Liaise with parents – queries, information, appointments
41. Liaise with LA – various individuals e.g. in admissions, students' services and personnel
42. The postholder has day to day responsibility for their own work load and maintenance of high standards

### Whole School Responsibilities

43. Liaise with parents and outside agencies where necessary to establish an understanding of the wider needs of a student
44. Attend multi-agency meetings where relevant
45. Provide advice and guidance where relevant for students seeking support
46. Where relevant, liaise with academic team regarding academic support and its implementation
47. Communicate with relevant staff where necessary regarding support in place for students
48. Provide advice and guidance to staff, pupils and others across the school as necessary

### Management

49. Undertake research and obtain information to inform SLT decisions.
50. Be aware of health and safety issues in relation to VDU screens and office practice

### Responsibilities

51. Comply with and assist with the development of policies and procedures relating to:
  - a. Safeguarding and Child protection
  - b. Health and safety
  - c. Data protection
  - d. Confidentiality and data protection
  - e. Reporting all concerns to an appropriate person.
52. Support the school's policies that ensure equality of opportunity across a range of abilities
53. Contribute to the overall ethos of the school and Work in such a way as to promote the ethos and vision of the school.
54. Establish constructive relationships and communicate effectively with external agencies
55. Attend and participate in regular meetings
56. Participate in training and development as required.
57. To undertake First Aider training appropriate with the role and nature of activity.
58. To undertake other duties and responsibilities as required commensurate with the grade of the post.

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. You are therefore under a duty to use the school's procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post



holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

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.

Employees are expected to adopt a professional, courteous demeanour at all times during communication with colleagues, visitors, or students.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

#### Work Arrangements

|                         |   |
|-------------------------|---|
| Transport requirements: | Required to use own transport to travel within and out-with the County  |
| Working patterns:       | Normal work patterns  |
| Working conditions:     | Normally indoors; there may be occasions where you would be required to work at Hexham Middle School or other school within the Trust |

#### PERSON SPECIFICATION

| Essential   | Desirable   | Assess by     |
|---|---|---------------|
| Knowledge and Qualifications  |   |               |
| Excellent numeracy and literacy skills<br>Appropriate Level 3 Qualification<br>Good communication and literacy skills<br>To have knowledge and awareness of issues of concern to young people and others<br>An excellent understanding of safeguarding procedures, including dealing with allegations and disclosures | Degree in a relevant discipline<br>Nationally accredited counselling qualification<br>ELSA Mental Health training<br>A very good understanding of the link between school and Children's Social Services<br>To have knowledge and understanding of the CAF (Common Assessment Framework) system | (a), (t), (g) |
| Experience  |   |               |
| At least three years' experience of working with people of a relevant age<br>Experience of working with other agencies and professionals<br>Experience of communicating with distressed/anxious/worried students or parents   | Experience of working within a school or educational establishment<br>Experience of working with a range of external support agencies.<br>Coaching strategies<br>Experience counselling students of a   | (a), (i), (g) |



|  |  |               |
|--|--|---------------|
| Experience of dealing with Child Protection issues   | relevant age   |               |
| Experience and commitment to equal opportunities and anti-discriminatory practice  | Experience working with young people with special educational needs.                                       |               |
| Experience of working with young people with mental health and sensitive issues  | Experience of developing a peer mentoring scheme   |               |
| <b>Skills and competencies</b>   |  |               |
| <p>Effective use of specialist ICT packages e.g. SIMS</p> <p>Full working knowledge of all relevant policies/codes of practice and legislation</p> <p>Ability to self-evaluate learning needs and actively seek out learning opportunities</p> <p>Ability to recognise and respect confidentiality</p> <p>Very high level of interpersonal skills, particularly – negotiation skills; caring skills and listening skills.</p> <p>To be willing and able to deliver in-service training to staff</p> <p>To be able to maintain records and to have the capacity to compile and present reports on their work.</p> <p>Proven group work skills</p> |  | (a), (i), (t) |
| <b>Physical, mental and emotional demands</b>  |  |               |
| <p>Emotional resilience</p> <p>Ability to deal with conflicting and competing demands</p> <p>Ability to deal with challenging and aggressive pupil behavior.</p> <p>With appropriate support, the ability to deal with challenging and often traumatic student experiences.</p>  |  | (i)           |
| <b>Other</b>   |  |               |
| <p>A belief in teamwork and co-operation with adults and students</p> <p>Willingness to challenge oneself to seek continuous improvement</p>   | Evidence of learning beyond the work place and a demonstrated interest in further professional development | (a), (i)      |

|   |  |  |
|---|--|--|
| <p>Flexibility, imagination and resilience, reliability and integrity</p> <p>High expectations of oneself and students</p> <p>Energy and enthusiasm</p> <p>A positive attitude to school</p> <p>A commitment to and interest in the wellbeing, support and achievement of students</p> <p>Willingness to take and act on advice</p> |  |  |
|---|--|--|

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits