



Post of Learning Mentor

Job Title:	Learning Mentor
Grade:	Support Staff Grade 4 (pro rata 37 hours per week, term time only)
Line Manager:	Head of Study Support

Key Focus: Improving Students' Achievement

The primary function of this role, as part of the Study Support team, is to provide high-quality individualised learning support to students to enable them to gain equal access to their course that empowers them to develop strategies to overcome their difficulties and to promote independence. Many students on the SEND register struggle to overcome barriers to learning that are rooted in neurodivergence and social, emotional, mental health, therefore much of the role involves supporting these needs predominantly. The Learning Mentor will deliver individualised support to a student on the SEND register, either in class or outside of lessons. Planning and reviewing support, ensuring access to the curriculum and that progress is effectively tracked and monitored. Some administrative duties will also be required, e.g. with the JCQ exam access arrangement process, EHCP admin and other relevant duties.

The Learning Mentor will contribute to the achievement of the College's single corporate objective – improving students' achievements – by undertaking the following specific responsibilities. What follows is not intended to be an exhaustive or definitive list; other duties may be required as necessary.

Promotion of Learning

All staff are required to be familiar with and to uphold the commitments described in the College Charter and specifically work within the College's Safeguarding remit, as set out in the KSiE guidance. In particular, Learning Mentors are required to assess, plan, deliver, and review individual support programmes to enable students to achieve their goals. They will accomplish this whether working in class, in structured study groups or in 1:1 study support sessions, by:

1. Establishing good relationships which promote the achievement of learning;
2. Setting the learning in the context of what has gone before and make it clear what it is intended to achieve;
3. Seeking to ensure the interests of students are engaged and sustained;
4. Choosing a variety of approaches which are appropriate for the subject being studied and encourage students to work on their own or in groups;
5. Reinforcing learning through the use of learning aids and assistive technologies;

6. Being committed to providing information or instructions clearly, at a pace and level which meets the needs of all students, regardless of age, race, ethnicity, nationality, disability, sexual orientation or religion;
7. Checking regularly that learning has been achieved.
8. Working with SEMH students to recognise distress, encourage mindfulness, identify negative self-belief, recognise thinking errors and replacing them with a more positive outlook.

Monitoring and reporting student progress and achievement

Learning Mentors are required to:

1. Update the students' CristalWeb Support records at the end of each support lesson.
2. Complete all appropriate documentation that is required for delivering specialist support, which addresses funding and audit requirements.
3. Liaise with parents / carers, and outside agencies in order to ensure that the support needs of individuals are met and, when appropriate, to ensure seamless transitions.
4. To assist with the College exam assessment procedure to ensure that access arrangements are approved and the statutory requirements are in place prior to exam periods.

Other duties

Learning Mentors are required to:

1. Assist with administrative duties, e.g. JCQ exam access arrangement process, EHCP and Annual Review process, amongst other duties
2. Liaise with subject teachers and tutors regarding students and their support needs, giving advice to colleagues on issues relating to the individual needs of those students.
3. Develop and maintain appropriate resources for supporting learning
4. Research and keeping abreast of developments within IT, which could be applied to 1:1 support and independent learning.
5. Assist with preparation of departmental records, data and communication.
6. Work as directed by Senior/Curriculum Managers and Faculty Directors to implement the College Strategic Plan and achieve its Mission
7. Accept the shared responsibility of all colleagues for student discipline through collective oversight of the College during the day
8. Participate in appropriate in-service training opportunities for professional development
9. Any other reasonable duties that may be required to support the effective delivery of services within the wider College.
10. All staff have a shared responsibility to actively promote inclusion, fostering an environment where every individual feels valued, respected, and supported in their learning and development.
11. Complying with Trust policies (including those of the constituent academies) and procedures as appropriate including those relating to child protection, safeguarding, pastoral issues, health and safety, security, confidentiality and the General Data Protection Regulation (GDPR) requirements with concerns reported as per the relevant policy.

Person specification

Quality/skill sought	Essential /desirable
Educated to degree level or equivalent experience	Desirable
Holds A level qualifications	Essential
Recent experience of working with students age 16-18 including those with additional needs, specifically neurodivergent (ASC, ADHD) and SEMH needs.	Essential
Ability to engage with students, inspiring learning and promoting success	Essential
Ability to use initiative and solve problems	Essential
Excellent written and verbal communication skills	Essential
Ability to deal with confidential and sensitive information in an appropriate manner	Essential
Ability to contribute positively to teams; a willingness to take an active role in the department	Essential
Willingness to share ideas and develop resources cooperatively	Essential
Ability to be adaptable and flexible	Essential
Resilience: ability to laugh and enjoy the job when the going gets tough	Essential
Competence in the use of IT	Desirable - training given on specific tasks
Good awareness of equality and diversity issues	Essential
Awareness of current exam board regulations	Essential - training given
Commitment to continuing professional development	Essential