Job Description: Learning Mentor (Social Skills)

Job Title: Learning Mentor (Social Skills)

Grade: Support Staff Grade 4

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, enabling them to gain equal access to their courses, develop strategies to overcome barriers to learning, and promote independence.

Many students on the SEND register experience challenges linked to neurodivergence, including Autism Spectrum Condition (ASC), ADHD, and Social, Emotional and Mental Health (SEMH) needs. The Learning Mentor will provide tailored support both within lessons and through individual and small-group interventions. The role combines academic support with the development of social communication, confidence, emotional resilience, independence and wellbeing.

The Learning Mentor will contribute to the achievement of the College's single corporate objective of improving students' achievement by delivering individualised support programmes, facilitating structured social opportunities, and helping students engage successfully in all aspects of college life.

The post holder will work closely with students, subject teachers, tutors, Key Mentors, ELSAs, parents/carers and external agencies to ensure coordinated support and positive outcomes.

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 uphold the commitments described in the College Charter and to work within the College's safeguarding remit, as set out in Keeping Children Safe in Education (KCSIE) guidance.

Learning Mentors are required to assess, plan, deliver and review individual support programmes to enable students to achieve their goals. They will work in class, through structured study groups, social development sessions and one-to-one support by:

1. Establishing positive relationships that promote learning, engagement and wellbeing.
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 and objectives met.
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..
9. Delivering one-to-one and small-group interventions focusing on:
    a. Social communication skills
    b. Confidence building and self-advocacy
    c. Independence and life skills
    d. Executive functioning skills
    e. Understanding social situations, relationships and appropriate social boundaries
    f. Academic study skills
10. Encouraging participation in enrichment activities, social opportunities and wider college life.
11. Supporting students who experience anxiety, emotional overwhelm or difficulties attending lessons, helping them re-engage successfully with learning.
12. Creating and maintaining structured, welcoming and inclusive environments that promote positive social interaction and peer relationships.
13. Supporting the delivery of Breakfast Club, Lunch Club and other social engagement activities that provide safe opportunities for students to develop social confidence and independence.

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. Liaise with subject teachers, tutors, Key Mentors, ELSAs and other college staff regarding students' support needs and provide advice where appropriate.
2. Develop and maintain appropriate resources for supporting learning.

3. Research and keeping abreast of developments within IT, which could be applied to 1:1 support and independent learning.
4. Assist with preparation of departmental records, data and communication.
5. Work as directed by Senior/Curriculum Managers and Faculty Directors to implement the College Strategic Plan and achieve its Mission.
6. Accept the shared responsibility of all colleagues for student discipline through collective oversight of the College during the day.
7. Participate in appropriate in-service training opportunities for professional development.
8. Any other reasonable duties that may be required to support the effective delivery of services within the wider College.
9. 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.
10. 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 A Level standard or equivalent	Essential
Degree level qualification or equivalent experience	Desirable
Recent experience supporting young people aged 16-18, including students with SEND	Essential
Experience supporting neurodivergent students, particularly autistic young people and/or students with ADHD	Essential
Experience supporting students with SEMH needs, anxiety or barriers to attendance and engagement	Essential
Ability to engage and motivate students, inspiring learning, participation and success	Essential
Ability to deliver effective one-to-one and small-group interventions	Essential
Strong understanding of social communication and relationship-building skills	Essential
Ability to structure social environments and encourage positive participation	Essential
Excellent interpersonal skills, warmth, empathy, humour and flexibility	Essential
Ability to use initiative and solve problems independently	Essential
Excellent written and verbal communication skills	Essential
Ability to work collaboratively and build positive professional relationships	Essential
Ability to handle confidential and sensitive information appropriately	Essential
Willingness to contribute positively to team working and departmental development	Essential
Willingness to share ideas and develop resources collaboratively	Essential
Adaptability and flexibility	Essential
Resilience and a positive, solution-focused approach	Essential
Competence in the use of IT	Desirable (training provided where necessary)
Good awareness of equality, diversity and inclusion issues	Essential

Awareness of current examination board regulations	Essential (training provided)
Experience in a pastoral, SEND or student support role	Desirable
Commitment to continuing professional development	Essential