

Job title:	Learning Mentor	Salary:	Competitive, dependent on experience	Contract term:	Full Time; FTC Contract (Maternity Cover); Teacher work pattern
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Responsible to:	Lead Learning Mentor	Responsible for:	Mentoring a caseload of students
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Mossbourne Federation

The Mossbourne Federation is the realisation of Sir Clive Bourne’s dream to provide the children of Hackney with an outstanding education. Since 2004 the Federation has nurtured Sir Clive’s dream by fostering kind, courteous, hard-working and well-rounded learners by providing an outstanding education based on the core values of ‘Excellence’, ‘No Excuses’ and ‘Unity’. Through upholding these core values, Mossbourne will be the first academy federation whose schools are without exception, exceptional.

The Federation’s calm working atmosphere creates well-rounded individuals who excel in the arts, on the sporting field and academically. All learners, regardless of ability, benefit from the innovative and enlightened approaches to teaching and learning within The Mossbourne Federation.

The Mossbourne Federation comprises four academies: Mossbourne Community Academy (secondary and which includes The Mossbourne Federation Sixth Form), Mossbourne Victoria Park Academy (secondary), Mossbourne Parkside Academy (primary) and Mossbourne Riverside Academy (primary).

Mossbourne Victoria Park Academy

At Mossbourne Victoria Park Academy (MVPA) we continue to build on The Mossbourne Federation ethos to provide an exceptional education for all pupils in our care. With learning at the heart of everything we do, MVPA continues to raise expectations and achievement in Hackney and its neighbouring boroughs with the belief that all students can fulfill their true potential. Our staff deliver excellent lessons; our pupils enjoy a vibrant enrichment programme and have access to debate, speech making and presentation training through our oratory specialism. Our excellent teaching staff work in a rewarding environment where everyone pulls together for the same thing; the best possible deal for our pupils.

The CSD Department

The Curriculum Support Department is made up of Specialist teachers, learning mentors, a speech and language therapist, a dyslexia specialist, a senior TA and classroom-based teaching assistants. In order to support the students in our care with their wide variety of needs, we offer an extensive range of interventions to support students academically, socially and behaviourally. This includes, but is not limited to: LEXIA, Fast ForWord, Reading Assistant, Accelerread/Accelwrite, handwriting support, Counselling, Mentoring and one to one tuition. We also work closely with both the pastoral and curriculum teams within the academy to ensure there is a cohesive framework around each student on the SEND register so that each student is able to reach their true potential.

The Learning Mentor Role

This role requires the person to provide support for students across the academy. Students selected for mentoring present with a wide range of support needs that are often managed, and frequently overcome, with the support of a Learning Mentor. Mentoring provides support for students who experience barriers to learning. Mentoring provides 1:1 adult guidance for learning, in a constructive, supportive and professional setting and is an intrinsic and successful element of the pastoral support system.

Key Accountabilities

The post holder's key responsibilities are, but not limited to:

- To take responsibility for mentoring students as designated by the Head of SEN Inclusion and Pastoral Team, including students who are not on the SEND Register
- To ensure that students receive regular support and input to promote their progress both academically and socially in the Academy
- To involve the student as much as possible in decisions regarding the learning process, available support and target setting
- To assess the learning needs of students and give advice or set targets for IEPs in accordance with the Revised SEN Code of Practice and Academy's Policies
- To be responsible for the writing, monitoring and evaluation of IEP Targets for students as directed by the Head of SEN Inclusion
- To be responsible for the planning, delivering, assessing and recording of support given to students in line with Mentor Record Keeping and Action Plan Procedures and to ensure that these are in good order
- To support the learning of mentored students in a variety of ways to meet the needs of the student: e.g. 1:1 support in class, individual and regular withdrawal, observations in class, as appropriate to each student's needs.
- To prepare review reports for students receiving SEN Support or with Statements of SEN, in line with the Annual Review Procedures
- To contribute to Personal Education Plans and reviews for Looked After Children on the caseload
- To hold Review Meetings with parents for students on the caseload
- To liaise closely with the Pastoral Team in the identification and the provision of targeted support for students identified with social and behavioural difficulties and prepare Behaviour and Pastoral Support Plans, as required.
- To work closely with the staff responsible for transition to provide support for students identified as vulnerable at the time of transition
- To attend all meetings as directed by the Head of SEN Inclusion and Pastoral Team
- To take responsibility for a range of interventions such as support clubs and groups as directed by the Head of SEN Inclusion
- To undertake and carry out, in line with Academy procedures, all designated duties to ensure the smooth running of the Academy

Person Specification				
Essential [E] or Desirable [D]	Requirements	Assessment Criteria		
		Interview	Application form	Task (lesson)
Experience				
E	<ul style="list-style-type: none"> Able to liaise in a professional manner with parents and external agencies, as appropriate 		✓	
E	<ul style="list-style-type: none"> Demonstrable understanding of how to get the best out of young people 	✓	✓	✓
E	<ul style="list-style-type: none"> Ability to develop and maintain positive relationships with teacher, support staff and parents 	✓		
E	<ul style="list-style-type: none"> Good written and communication skills 	✓	✓	✓
E	<ul style="list-style-type: none"> Ability to work independently and as part of a team 	✓		
E	<ul style="list-style-type: none"> Relevant background/experience of working with young people 		✓	✓
Qualifications				
D	<ul style="list-style-type: none"> Mentor or counselling qualifications – highly desirable 		✓	
D	<ul style="list-style-type: none"> Good educational qualifications (preferably a degree) 		✓	
IT knowledge				
D	<ul style="list-style-type: none"> Expert knowledge of the Microsoft package (Word, Excel, Outlook, Publisher, Power Point) 		✓	
D	<ul style="list-style-type: none"> Ability to swiftly adapt to and utilise new/various systems/software 		✓	
Behavioural Competencies				
E	<ul style="list-style-type: none"> Excellent analytical and multi-dimensional communication skills 	✓		✓
D	<ul style="list-style-type: none"> Strategic approach, ability to see the 'big picture' and also think 'outside of the box' 	✓		
D	<ul style="list-style-type: none"> Be an integral member of the Curriculum Support Department with the initiative to work independently with minimal supervision 	✓		
E	<ul style="list-style-type: none"> Ability to meet ALL deadlines internally and externally ensuring output consistently is of an exemplary standard 	✓		

E	<ul style="list-style-type: none"> Must have the upmost integrity as well as high levels of motivation and commitment 	✓		
E	<ul style="list-style-type: none"> Proactive approach and efficient time management and prioritisation skills 	✓		
E	<ul style="list-style-type: none"> Genuine interest and passion for the education of young people and the ability to contribute more widely to the life and community of the Federation 	✓	✓	
Applicable to all staff				
E	<ul style="list-style-type: none"> Undertake training as required to so in order to fulfil the requirements of the role 	✓	✓	✓
E	<ul style="list-style-type: none"> Support Mossbourne's efforts both verbally and non-verbally (i.e. via actions and attitude), including adjusting performance and practice in accordance with Mossbourne's initiatives and findings 	✓	✓	✓
	<ul style="list-style-type: none"> Recognise your role as part of the succession of Mossbourne 	✓	✓	✓
E	<ul style="list-style-type: none"> Play an active role in terms of Safeguarding all students and adults 	✓	✓	✓

Mossbourne Federation reserves the right to modify the above contents in order to ensure the needs of the Federation and the students are being met. The above list is not a comprehensive list; it simply outlines the expectations for this role. Mossbourne Federation provides equal employment opportunities to all employment applicants and employees without regard to race, colour, religion, gender, sexual orientation, national origin, age, disability or status. This post is subject to an enhanced DBS disclosure. The post holder must be committed to safeguarding the welfare of children.