

<b>POSITION</b>	Learning Mentor
<b>SALARY</b>	UQ1: £25,831.00 per annum
<b>HOURS</b>	40 hours per week
<b>FULL TIME EQUIVALENT</b>	52.143 weeks per annum
<b>CONTRACT TYPE</b>	Permanent
<b>RESPONSIBLE TO</b>	Assistant Vice Principal
<b>RESPONSIBLE FOR</b>	Supporting students' inclusion in learning and daily classroom routines.
<b>LOCATION</b>	Mossbourne Community Academy
<b>KEY WORKING RELATIONSHIPS</b>	Assistant Vice Principal, Pastoral Team, Teaching staff, Administration Team,

### Background

Mossbourne is the realisation of Sir Clive Bourne's dream to provide the children of Hackney with an outstanding education. Mossbourne is built on a formula of high expectations, doing the simple things right, and the belief that all children can succeed. All learners, regardless of ability, benefit from the innovative and enlightened approaches to teaching and learning. The Federation's calm working atmosphere creates well-rounded individuals who excel in the arts, on the sporting field and academically.

The Mossbourne Federation consist of four academies: Mossbourne Community Academy (MCA) secondary and sixth form, Mossbourne Victoria Park Academy (MVPA) secondary, Mossbourne Parkside Academy (MPA) and Mossbourne Riverside Academy (MRA) both primary.

The Mossbourne Federation is actively seeking to increase the proportion of our workforce who come from diverse backgrounds. We particularly welcome applications from people of Black, Asian and other minority ethnic descent. Injustice, discrimination and intolerance go against the core tenets of the Mossbourne ethos. We actively reject discrimination in our academies through continuous review of our working policies & practices across the federation, including at board level. We are committed to developing & supporting inclusivity, diversity & anti-racism in every facet of what we do.

### Mossbourne Community Academy (MCA)

The Mossbourne Federation's flagship academy, Mossbourne Community Academy (MCA) is built on high expectations and doing right by the pupils in our care in order for them to succeed. MCA has not only changed the face of education in Hackney, but has also raised the bar in educational expectations to the highest level; we achieve recognition nationally for setting a new benchmark for non-selective comprehensive education. All pupils, regardless of background or ability, are encouraged to achieve their true potential and the behaviour of our pupils is exemplary. With outstanding GCSE and A-level results, year on year, Mossbourne Community Academy is placed within the top 1% of schools in the country. We are tremendously proud that our most recent Ofsted Inspection, dated November 2021, judged the academy as 'outstanding' and starts with the sentence 'Mossbourne Community Academy changes pupil's lives for the better' because that is what we do, year on year.

If you want to be part of the team that is improving the future of our students, then read on!

### The Pastoral Team

The Pastoral Team is led by a Vice Principal and is also comprised of ELT Pastoral Leads, the Head of SEND Inclusion, Heads of School, the Heads of Year and the Pastoral and Safeguarding Administrator. The Pastoral Team is essential in maintaining the purposeful and disciplined environment in which Mossbourne students excel. The Pastoral Team supports the daily smooth running of the Academy and is also intrinsic in supporting the personal development of the students in our care. The Pastoral Team is highly visible at all times around the Academy and form the Safeguarding Team (Designated Safeguarding Leads) at the Academy.

### Job Summary

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. Learning Mentors work closely with both the Pastoral Team and CSD Team in order to best support students on their caseload. You must be passionate about education, well organised and willing to go the extra mile.

### Main Duties & Responsibilities:



**M O S S B O U R N E  
F E D E R A T I O N**

## **JOB DESCRIPTION**

- Take responsibility for mentoring students as designated by the Assistant Vice Principal or by members of the Pastoral Team. This may include students on the SEND Register.
- Ensure that students receive regular support and input to promote their progress both academically and socially in the Academy
- Involve the student as much as possible in decisions regarding the learning process, available support and target setting
- 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
- 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.
- Prepare review reports for students receiving SEN Support or with EHCPs, in line with the Annual Review Procedures
- Contribute to Personal Education Plans and reviews for Looked After Children on the caseload
- Hold Review Meetings with parents for students on the caseload
- 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.
- Work closely with the staff responsible for transition to provide support for students identified as vulnerable at the time of transition
- Attend all meetings as directed by the Assistant Vice Principal or the Pastoral Team
- Take responsibility for a range of interventions such as support clubs and groups as directed by the Assistant Vice Principal
- Work with teachers to identify and respond appropriately to student's individual needs, assisting students in areas of specific difficulty.
- Help promote and reinforce students' self-esteem, encouraging inclusion of students with special educational needs.
- Accompany teachers and pupils on school visits and in other activities outside of the classroom, taking responsibility for specific pupils or small groups as directed by the teacher
- Supervise students during breaks and/or lunchtimes and before the start of the academic day
- Follow all federation policies and procedures, in particular those related to health and safety, child protection, behaviour management, inclusion, equality and data protection. Ensuring the health and safety of all pupils in the classroom and throughout the academy in accordance with the academy's policy
- Participate as required in the Federation's performance management process and take part in appropriate training and development activities, including a First Aid Certificate
- Have a flexible and proactive approach to ensuring the needs of the children are being met, with the support of the team
- Undertake and carry out, in line with Academy procedures, all designated duties to ensure the smooth running of the Academy

<b>Person Specification</b>				
<b>E Essential Or D Desirable</b>	<b>Requirements</b>	<b>Assessment Criteria</b>		
		Interview	Application Form	Task
<b>Experience</b>				
<b>D</b>	Able to liaise in a professional manner with parents and external agencies, as appropriate	<b>X</b>	<b>X</b>	
<b>E</b>	Experience working independently and as part of a team	<b>X</b>	<b>X</b>	
<b>D</b>	Develop & maintain positive relationships with all stakeholders, communicating key information in a timely way	<b>X</b>	<b>X</b>	
<b>D</b>	Experience of support work with children within an inner-city multicultural academy	<b>X</b>	<b>X</b>	
<b>D</b>	Experience of handling sensitive data	<b>X</b>	<b>X</b>	
<b>D</b>	Experience of monitoring children's achievement	<b>X</b>	<b>X</b>	
<b>E</b>	Knowledge, understanding & commitment to equal opportunities	<b>X</b>	<b>X</b>	
<b>E</b>	Demonstrable knowledge of strategies to support children to be their best	<b>X</b>	<b>X</b>	
<b>D</b>	An awareness of strategies for managing pupils with challenging behaviour	<b>X</b>	<b>X</b>	<b>X</b>
<b>E</b>	Knowledge of issues related to underachievement of children and strategies to engage reluctant or underachieving learners	<b>X</b>	<b>X</b>	<b>X</b>
<b>Qualifications</b>				
<b>D</b>	Mentor or counselling qualifications – highly desirable		<b>X</b>	
<b>D</b>	Good educational qualifications (preferably a degree)		<b>X</b>	
<b>IT knowledge</b>				
<b>D</b>	Strong working knowledge of the MS Office Applications		<b>X</b>	<b>X</b>
<b>D</b>	Ability to swiftly adapt to and utilise new/various systems/software		<b>X</b>	<b>X</b>
<b>Behavioural Competencies</b>				
<b>E</b>	Excellent communication skills	<b>X</b>	<b>X</b>	<b>X</b>
<b>E</b>	Commitment to meeting deadlines internally and externally ensuring output consistently is of an exemplary standard	<b>X</b>		
<b>E</b>	Upmost integrity and high levels of motivation & commitment	<b>X</b>		
<b>E</b>	Proactive approach to dealing with problems as they arise	<b>X</b>		
<b>E</b>	Efficient time management & prioritisation skills			
<b>E</b>	Genuine interest & passion for the education of young people & the will to contribute to the wider life & community of the Federation; Committed to the principles of Inclusive Education	<b>X</b>	<b>X</b>	<b>X</b>
<b>E</b>	Be an integral member of the team with the initiative to work independently with minimal supervision	<b>X</b>		<b>X</b>
<b>E</b>	Strategic approach, ability to see the 'big picture' and also think 'outside of the box'	<b>X</b>	<b>X</b>	<b>X</b>
<b>E</b>	Understanding of the need for confidentiality	<b>X</b>	<b>X</b>	
<b>Applicable to all staff</b>				
<b>E</b>	Undertake training as required to fulfil the requirements of the role	<b>X</b>	<b>X</b>	<b>X</b>
<b>E</b>	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	<b>X</b>	<b>X</b>	<b>X</b>
<b>E</b>	Recognise your role as part of the success of Mossbourne	<b>X</b>	<b>X</b>	<b>X</b>
<b>E</b>	Play an active role in terms of Safeguarding all students and adults	<b>X</b>	<b>X</b>	<b>X</b>

**Mossbourne Federation reserves the right to modify this job description to ensure the needs of the Federation & students are met. 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. The document is not a comprehensive list; it simply outlines expectations of this role. This post is subject to an enhanced DBS disclosure. The post holder must be committed to safeguarding the welfare of children.**