

Learning Mentor- Job Description

Introduction

The purpose of this document is to clarify the School's expectations of the member of staff as discussed in the Job Appointment interview. The job responsibility and allocation of particular duties may be amended by agreement from time to time.

Employment

The responsibilities of the post are to be performed in accordance with the conditions of the Teachers' Letter of Appointment and within the range of duties set out in this document.

Accountable to: The Head of School

A. Professional Responsibilities

i. Teaching, learning and care related

- Have a clear knowledge of early childhood development, brain research and how that leads to successful learning and development at school.
- Demonstrate knowledge and understanding of how young children learn and develop.
- Establish and sustain a safe and stimulating environment where children feel confident and are able to learn and develop.
- Use strategies to develop and extend children's learning and thinking.
- Communicate effectively with children, listening and responding sensitively.
- Develop children's confidence, social and communication skills through group learning.

ii. Plan education and care taking into account the needs of all children.

- Observe and assess children's development and learning, using this to plan next steps.
- Plan balanced and flexible activities and educational programmes that take into account the stage of development, circumstances and interests of children.
- Promote a love for learning and stimulate children's intellectual curiosity in partnership with parents and/or carers.
- Use a variety of teaching approaches to lead group activities appropriate to the age range and ability of children.
- Reflect on the effectiveness of teaching activities to support the continuous improvement of provision.
- Liaise with parents as may be required.

iii. Adapt education and care to respond to the strengths and needs of all children.

- Have a clear understanding of how a range of factors can inhibit children's learning and development and how best to address these.
- Demonstrate an awareness of the physical, emotional, social, intellectual development and communication needs of young children, and know how to adapt education and care to support them at different stages of development.
- Support children through a range of transitions.

iv. Make accurate and productive use of assessment.

- Observe and assess children's development and learning, using this to plan the next steps.
- Engage effectively with parents and/or carers and other professionals in the on-going assessment and provision for each child.
- Give regular feedback to children and parents and/or carers to help children progress towards their goals.

v. Safeguard and promote the welfare of children, and provide a safe learning environment.

- Know and act upon the legal requirements and guidance on health and safety, safeguarding and promoting the welfare of the child.
- Establish and sustain a safe environment and employ practices that promote children's health and safety.

- Know and understand child protection policies and procedures, recognise when a child is in danger or at risk of abuse, and know how to act to protect them.

B. Personal and Professional Conduct

- i. Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside School, by:
 - treating young learners with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
 - having regard for the need to safeguard children's well-being, in accordance with statutory provisions.
- ii. Have the highest regard for the ethos, policies and practices of the School.
- iii. Make a positive contribution to the wider life and ethos of the setting.
- iv. Maintain high standards in their own attendance and punctuality.
- v. Carry out any other professional duties as may be required as directed by the Director or Head of the School.

Learning Mentor- Person Specification

E - Essential

D - Desirable

Criteria	Qualities
Qualifications and Development	<ul style="list-style-type: none"> ● A first degree - E ● B.Ed. - D ● Completion of an Early Years or Child Care qualification - D ● Evidence of recent and relevant continuing professional development - D
Personal Qualities	<ul style="list-style-type: none"> ● Empathetic, compassionate, kind and conscientious - E ● Love being around young children - positive, happy, smiling - E ● Able to collaborate and work in partnership with others - E ● Emotionally resilient, adaptable and able to work under pressure - E ● Able to prioritise and manage time effectively - E ● An excellent record of punctuality and attendance - E ● Excellent communication skills - E
Professional Experience	<ul style="list-style-type: none"> ● Minimum of one year's teaching experience - D ● Experience of working with children under six years of age - E
Professional Knowledge and understanding	<ul style="list-style-type: none"> ● To have a good, up-to-date knowledge and understanding of a range of learning and teaching strategies and know how to use and adapt them, including how to personalise learning - D ● To know how to implement 'assessment' strategies to focus on improving children's learning - D ● To be able to create a safe, stimulating and conducive learning environment - D ● To be able to use ICT to support their teaching and wider professional activities – E
Leadership	<ul style="list-style-type: none"> ● To be fully committed to the vision, mission and philosophy of Healthy Planet - E ● To be fully committed to achieving the highest standards and best practice across all aspects of the School - E ● To support and promote a forward thinking and innovative approach to development - E