

JOB DESCRIPTION

1.	Service:	Barnet with Cambridge Education – Virtual School
	Location:	Whitefield School
	Job Title:	Learning Mentor (Outreach)
	Grade:	£23,187 - £25,353 FTE
	Reports to:	Member of Barnet Virtual School Team

2. CONTEXT AND PURPOSE OF THE JOB

Barnet Virtual School has successfully secured research funding to set up and trial the feasibility of a Transition Hub (TH) for children aged 11 to 14 who enter care for the first time. When a child first enters care or experiences a change in school the TH will offer an evidence informed, personalised and time-bound programme (six weeks, with further monthly follow ups) to support the child, their carer/s and the receiving school during the transition phase. The TH will be based on a wrap-a-round provision delivering support from 09.00 to 18.00 in term time and 11.00 to 18.00 in the holidays, 48 weeks of the year. Under the direction of the Barnet Virtual School TH Lead Teacher, the two Outreach Learning Mentors will play a key role in the TH in supporting and monitoring the transition for children aged 11 - 14 new into care.

The TH will cater for no more than six children at any one time and in addition to the Lead Teacher, the team will include an Educational Psychologist (0.25), one Senior Learning Mentor, two Learning Mentors (Outreach) and a part time administrator.

3. THE MAIN DUTIES MAY INCLUDE:

- 3.1 supporting and monitoring the transition for children aged 11 - 14 new into care
 - 3.2 supporting and developing the achievement of pupils during and after (for an identified period of time) their placement in the TH
 - 3.3 working closely with all TH staff, school staff, parents/carers, social workers and external agencies to achieve a shared understanding of the needs of individual pupils including, existing and potential barriers to pupils learning and progress
 - 3.4 planning relevant and appropriate support to help remove identified barriers to learning that prevent pupils achieving their full potential
 - 3.5 working with key staff and carers to develop, agree and implement a transition plan for all pupils in the TH based on an assessment of their individual needs
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- 3.6 working with Virtual School staff to support the development and implementation of PEPs for TH pupils
- 3.7 accompanying pupils on visits to their new school
- 3.8 undertaking weekly and then monthly visits to pupils when full time in their new school
- 3.9 undertaking visits to carers in their home if required
- 3.10 in liaison with the Lead Learning Mentor and Lead Teacher, provide an extended after school curriculum from 16.00 to 18.00 and across school holidays, 48 weeks a year
- 3.11 providing appropriate programmes of 1:1 or group support that enable pupils to make a successful transition into care and into their new school
- 3.12 keeping up-to-date records on the progress of pupils including observations and agreed targets
- 3.13 working alongside key staff and carers, to promote the effective use of behaviour management strategies
- 3.14 developing, identifying and sharing strategies that have shown themselves to be effective in meeting the needs of individual pupils in order to ensure consistency and continuity of practice and the maintenance of positive outcomes
- 3.15 promoting students' equality, diversity, rights and encouraging responsibilities
- 3.16 maintaining appropriate professional boundaries in all contacts and support of pupils and their carers
- 3.17 maintaining the health, safety, protection and well being of pupils throughout their TH placement
- 3.18 contributing to policies and practice which promote inclusion and engagement by pupils
- 3.19 meeting with the Lead Learning Mentor weekly to discuss progress of work
- 3.20 support CPD opportunities provided by the TH
- 3.21 keeping up-to-date with latest initiatives, research and practice through local and national training and networking
- 3.22 to undertake other duties appropriate to the post as may be required from time to time

4. SPECIAL CONDITIONS:

- 4.1 There will be a need for flexible working arrangements which will include
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planned evening work (16.00 to 18.00) and school holidays (11.00 – 18.00, except the Christmas and Easter breaks)

- 4.2 All mentors will be expected to attend any training organised during school holiday periods by prior arrangements.

5. FLEXIBILITY

In order to deliver the service effectively, a degree of flexibility is needed and the post holder may be required to perform work not specifically referred to above. Such duties, however, will fall within the scope of the post, at the appropriate grade.

6. PROMOTION OF CORPORATE VALUES

- 6.1 To ensure that customer care is maintained to the agreed standards according to the Education and Skills' values.
- 6.2 To ensure that a high level of confidentiality is maintained in all aspects of work.
- 6.3 To participate in the appraisal process.

7. Education and Skills' Commitment to Equality

To deliver Education and Skills' commitment to equality of opportunity in the provision of its services. All staff are expected to promote equality in the work place and in the services Education and Skills delivers. We put our citizens at the heart of everything we do, lead by example and take pride in serving public well.

PERSON SPECIFICATION

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Post Requirements	Criteria: Essential (E) Desirable(D)	Criteria	Assessed from: A – Applicable form I – Interview T – Test
Qualifications	E	A good standard of language and numeracy skills (with at least a qualification at GCSE grade C, NVQ level 2, BTEC or equivalent)	A/I
	D	Degree qualification	A/I
	E	Successful experience of working with children and young people, (preferably in an educational, youth or social services work environment)	A/I
Experience relevant to post	D	Successful experience of teaching or supporting teaching	A/I
	D	Successful experience of working in a Virtual School and/or working with children in care	A/I
	D	Experience of working with children with a range of special educational needs and/or disabilities	A/I
	D	Evidence of relevant training or professional development	A/I
	E	Knowledge and understanding of the relevant legislation, guidance and codes of	A/I

Skills Abilities Knowledge		practice concerning the education of children looked	
	E	Knowledge and understanding of safeguarding and promoting the welfare of pupils and students and supporting them at times of transition	A/I
	E	Ability to be proactive, to plan / organise and prioritise own work load.	A/I
	E	The ability to organise activities / events for young people	
	E	Ability to work effectively in a team and with individuals, institutions, multi-agencies and organisations	A/I
	E	Ability to provide a good role model to children and young people maintaining an approachable manner in working with both children and professionals	A/I
	E	Ability to work flexibly	I
	E	ICT literate	
	E	Ability to work with sensitivity and maintain confidentiality when working with carers, sometimes in their homes	I
	E	The ability to have good listening skills and be able to communicate effectively, verbally and in writing, with children, young people, their families/carers and a range of associated professionals	A/I
	E	An ability to operate in networks, make links with and communicate effectively with individuals, institutions, multi-agencies and organisations	A/I
	D	Ability to develop and maintain clear records, reports and share information	A/I

Special Job Requirements	E	There will be a need for flexible working arrangements, which will include planned	I
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		<p>evening work and school holidays.</p> <p>All mentors must be prepared to attend training courses and other school activities related to their role if required during school closures.</p>	
Commitment to Council's Aims and Values	E	Awareness and understanding of issues relating to equality of access and opportunity.	I
	E	<p>Willingness and ability to put them into practice</p> <p>In line with the Cambridge Education's Equal Opportunities Policy</p>	A/I