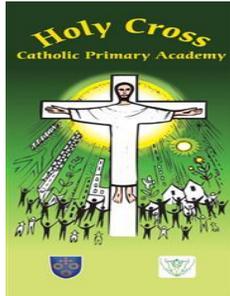


Learning Mentor Policy for Holy Cross Catholic Primary School.

HOLY CROSS CATHOLIC PRIMARY SCHOOL



Mission Statement

Where Jesus is the centre of our lives, our learning and friendships, in a safe, happy and caring community where all are welcome.

Rationale

The role of the Learning Mentor was introduced as part of the Government Excellence in the Cities initiative. The initiative has now been extended to rural areas.

The Learning Mentor will complement the structured Personal Social and Health Education (PSHE) and pastoral care that is already in place in our school and this policy will compliment other policies in place.

The main section of this policy sets out the generic nature of the role and how it will impact on life in our school.

Statement and Objectives

The Learning Mentor will carry out their role according to their job description (see Appendix 2) with regard to the following Key Principles:-

- Identifying barriers to learning
- Removing barriers to learning
- Supporting children during break and lunchtimes.
- Activities planned will meet the specific needs, learning styles, targets and abilities of the individual child
- Activities will be lively, stimulating and interesting
- Setting targets, monitoring progress and providing guidance
- Building confidence and self-esteem
- Contributing to whole school culture of support
- Working with individual caseloads which are "reasonable" and allow time for networking, administration and training
- Communication – keep staff informed and work alongside the class teacher and family.
- Communication – keep communication going between school and outside agencies when appropriate
- Building relationships between mentee and mentor, mentee and peers, home and school, school and outside agencies
- Operate a flexible timetable

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This in turn will lead to meeting the following objectives:-

- There is mutual trust between our children, teacher or AOT (adult other than teacher)
- Our children regard themselves and others as a person of value, whatever, their sex, colour, creed or appearance
- Our children are confident in their relations with staff, parents or visitors
- A positive attitude is fostered towards learning with our children.
- Our children have ownership of their programme and are aware of their own targets and objectives; this is in keeping with our school's Teaching and Learning Policy
- Our children are more able to cope with conflict, crises and transitions, success and failure, pain and joy
- Our children have a responsible attitude to themselves and others and to their learning
- Our children have a positive attitude to school as a whole
- Our children are able to understand and relate to the groups of which they are a part and becoming aware of the communities and societies of which these groups are part

Roles and responsibilities

Governing Body

The school governors have specific responsibility to

- do their best to ensure that the necessary provision is made for all children within the school
- ensure that, pupil's needs are made known to all who are likely to teach them
- monitor pupils who's learning is affected by non-curricular matters.
- ensure that a pupil with learning needs has full access to activities within the school.
- There will also be a link Governor who will take time to meet with the Learning Mentor.

The Head teacher

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work. The Head teacher keeps the governing body fully informed and works closely with the school's Learning Mentor. The Head teacher seeks out and shares best practice with the LEA and other schools.

The School Staff and SENCO

All teachers work closely with the Learning Mentor and do their best to adapt the curriculum to meet the needs of the children receiving support from the Learning Mentor. All staff are aware of the process for identification of children who would benefit from a support programme with the Learning Mentor. The SENCO works very closely with the Learning Mentor especially where children on the SEN profile are accessing support. In the same way the EAL coordinator works closely with the learning mentor, where both emotional and additional language needs are present.

The Learning Mentor

The Learning Mentor meets regularly with Learning Mentors in other schools which enable her to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

Assessment

The Learning Mentor will be responsible for assessing the mentee's progress; whilst doing so they will bring to bear principles highlighted within the whole school Assessment Policy. Those principles being:-

- Progress against targets will be assessed jointly by the Learning Mentor, the mentee and whenever possible the parent or carer
- Joint assessment will encourage children to succeed
- Assessment will only be carried out against agreed targets
- Assessment will be used to plan future activities
- Assessment is manageable
- There is consistent and accurate record keeping
- Our children will be praised and rewarded for their success
- Our children value what they have done

Organisation and Methodology

The Learning Mentor programme focuses primarily, but not exclusively on the disaffected, underachieving and pupils who are experiencing barriers to learning. Our Learning Mentor will provide support that is additional and complimentary to existing school provision. The Learning Mentor will work with children showing signs of difficulty with the following areas:

- Attendance
- Self-esteem
- Motivation / attitudes to learning
- Behaviour / attention to learning
- Gifted and Talented
- Looked after children
- Those suffering with bereavement or loss of any kind
- Social / friendship needs
- Transition between school settings

The Learning Mentor will work with children in the following ways:-

- 1:1 or hover support within the classroom
- 1:1 or small group work outside the classroom; including out of school visits where this is deemed valuable
- supporting children in extra curricular activities including attendance at after school clubs
- supporting children's social interaction during playtime

Children will come onto the Learning Mentor's caseload via referral from their parent/s or carer/s, class teacher, member of the Senior Management Team (SMT) or Special Needs Co-ordinator (SENCO);

Monitoring and Evaluation

Once an initial referral has been made and a child has been entered for the mentoring programme, a more detailed pupil profile will be compiled and the mentor will work closely with the child's family and the staff at the school.

The pupil profile will form the basis of the action plan and subsequent targets. The Learning Mentor will monitor the progress made against the targets; this information will be shared with relevant teaching staff; who will also monitor progress made to inform the Learning Mentor.

Towards the end of the mentoring programme, assessment will be made against the targets and areas of concern highlighted on the referral form (see Appendix 1) in order to determine the exit strategies.

Further monitoring of academic records will evaluate the impact made by the mentoring programme on the standards our children achieve / attain; details of the whole school monitoring process can be found in the relevant policy.

Complaints Procedures

Parental concerns should, in the first instance, be communicated to the Learning Mentor. If this does not prove satisfactory the Inclusion Manager and then the Head Teacher should be informed. The Inclusion Manager and the Head Teacher will instigate further action and report back to the parent/s or Carer/s.

If the matter continues to be unresolved the parents are requested to put their concerns in writing to the board of Governors.

Training

The Learning Mentor will attend training where necessary to support work carried out within the school. The Learning Mentor will maintain good links with other schools, Learning Mentors and outside agencies to ensure that all procedures carried out in school are in line with current and best practise to meet the needs of our children and their families.

Success Criteria

The success of the education offered to the children gaining support from the Learning Mentor will be judged against the aims set out within the policy. The policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy. The following points will also show success has been met in addressing points set out within the policy:

- 95% of children referred to the Learning Mentor will have demonstrated measurable progress based upon the initial and final assessment carried out.
- All children will have contributed to the setting of their targets and their views will be recorded
- Parent views collected will show support for the experiences their children have had with the Learning Mentor

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- Training will be continually updated for the Learning Mentor and children who attend training eg: Play leader training, will be putting this training into place effectively.
- The Learning Mentor will support staff in identification of pupils needs and how to support their learning/school experiences
- The percentage of unwanted incidence within the playground will be reduced and children will be taking a more positive and active part in the playground.

Policy review

This policy will be reviewed tri-annually from the date of full implementation and acceptance by the Governing Body. It will be the responsibility of the Learning Mentor and the Inclusion Manager to review this policy.

Created by JB July –Sept 09

Last reviewed November July 2020

Presented to Head Teacher and Governors

Next Review date - September 2022

Appendix 1



Holy Cross Catholic Primary School



JOB DESCRIPTION for Learning Mentor 2020

Title:	Learning Mentor
Line Manager:	Inclusion manager
Responsible to:	Head teacher /SENCO/Inclusion Manager/SMT
Job Purpose:	
<ul style="list-style-type: none"> The learning Mentor provides a service to children & their families, teachers & other staff; addressing the needs of children who require assistance in overcoming barriers to learning in order to achieve their full potential. The variety of issues covered is vast, ranging from punctuality, absence, social & emotional difficulties, loss & bereavement, attention to learning & children who are highly able or gifted but experiencing difficulties. 	

Main Duties & Responsibilities:

Universal

- Establish productive working relationships with pupils, acting as a role model & setting high expectations.
- To oversee tuck shop.
- Promote the inclusion & acceptance of all pupils within the classroom, encourage them to interact & work co-operatively with others & engage all in activities.
- Support the role of parents in pupils' learning & contribute to meetings with parents to constructively feedback on pupil progress/achievement.
- Organise & run extra-curricular activities during lunch times or after school.
- To participate with events at school including trips which may be residential.
- Attendance at induction evenings & other school events when appropriate & in negotiation with the head teacher.
- Regular termly meetings with parents held at parents evening.
- Set up & manage displays within the school environment that link to health & wellbeing of the children or promote elements of mentoring.

Targeted

- Support parents of children with early signs of social, emotional difficulties & work closely with them, school staff & other support agencies to prevent problems worsening & interfering with the child's ability to engage with school & learning.
- Work with parents in a school context, supporting them & building their engagement with their child's learning.
- Deliver activities to pupils, adjusting activities according to pupil responses/needs.
- Support pupils' learning needs in & out of the classroom, including working with individuals, groups & where needed whole class; using detailed knowledge, experience, specialist skills & training.
- Where relevant, guide the work of other adults supporting teaching & learning in the classroom, working closely to ensure consistency in support for the child/family.
- Implement strategies & support pupils in self-esteem & confidence building activities.
- Listen to & help pupils resolve a range of issues that are creating barriers to learning etc.,
- Set up & run training for peer mediators, play leaders, buddies & door monitors. Oversee their effectiveness.

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- Liaise with the admin manager & head teacher to monitor attendance & punctuality of children, attending monthly meetings.
- To manage & deliver (with additional staff) Rainbows, & school council & eco council
- Promote independence & employ strategies to recognise & reward achievement of self-reliance
- Help with transition activities for all children from Pre-school to EYFS between years & transition into Secondary settings in addition to mid-year transitions; liaising with class staff.

Specialist

- In partnership with parents, identify the need for support groups, structured parenting classes or courses for those wishing to enhance their relationship with their children & deal positively with areas presenting challenges / difficulties.
- Liaise with specialists involved with designated children in a professional manner to support their progress.
- Managing referrals & meetings with the counsellor and any other professionals.
- Run staff meetings to inform staff or deliver training on specific elements within the role or in relation to provisions for children.
- Deliver training sessions to staff including MDAs, including specialist training e.g J9.
- Attendance at outside agency meetings – networking meetings & circulate necessary information to staff within school.
- Manage the upkeep of the memory garden & liaise with site manager.

Administration / General

- Work within a tiered support system – Universal, targeted and specialist needs in addition to or alongside support from the Class TA/ or Class Teacher or other staff.
- Undertake an assessment of the child/family needs along with Teaching Staff & monitor the impact of provisions in place – working with the assess plan do review cycle.
- Attend Senior Leadership Team meetings regularly to receive & provide updates on children identified as needing Child Protection.
- Keep accurate & organised records of meetings/contact with children, families & staff.
- Work closely with the Inclusion Manager / SENCO & EAL coordinator & meet termly during Golden time to review provision & progress for children on the caseload.
- Support children/staff to draw up agreed action plans, outlining the aims mentoring support.
- Network with other Learning mentors.
- Provide feedback to pupils in relation to progress & achievement
- Plan & prepare sessions to be delivered in blocks & monitor sessions; recording on entry & exit records where suitable
- Gather pupil voice to inform future support / activities
- Select, organise & manage safely the learning activities, teaching space & resources, taking account of pupils' interests, language & cultural backgrounds
- Create & maintain a purposeful, productive & safe working environment to ensure pupils' learning needs are met.
- Complete administrative tasks that relate to the general running of the Department.
- Maintain a thoroughly professional approach to the role, ensure confidentiality at all times.

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- Be familiar with & comply with a full range of policies & procedures relating to child protection, health, safety, security & confidentiality, reporting all concerns to an appropriate person to ensure the wellbeing of students.
- Be involved in & contribute to whole school policy development
- Support the schools faith whilst acknowledging different faiths.
- Monitor & provide for the care, safety & welfare of pupils
- Contribute to the overall ethos/work/aims of the school
- Promote good pupil behaviour, dealing promptly with conflict & incidents in line with established policy. Encourage pupils to take full responsibility for their own behaviour in order to maintain required standards of discipline & wellbeing, health & safety.
- Participate in performance management & appraisal of their own performance.
- Ensure continuing professional development by attending cluster meetings, training & workshops & apply / share good practice within the school & it's families.

The duties above are neither exclusive or exhaustive & the post-holder may be required by the Head teacher to carry out appropriate duties within the context of the job, skills & grade.

