

Person Specification – LEARNING MENTOR 1

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • A good level of literacy and numeracy skills with at least a qualification at GCSE Grade C, NVQ Level 2, or equivalent. 	<ul style="list-style-type: none"> • Relevant qualification in education, social work, nursing or similar profession, e.g. NNEB, BteC, Cert.Ed, CQSW. • Evidence of relevant training and /or professional development.
Experience	<ul style="list-style-type: none"> • Experience of working with children and young people, taking a keen interest in and supporting their learning, welfare and achievements in either a paid or voluntary capacity (as a teacher or Play/Youth worker, for example). • Experience of working with children with SEND and/or social and emotional difficulties. • Experience of delivering social and emotional interventions with children. 	<ul style="list-style-type: none"> • Experience of working in a school, college, youth or social work setting. • Experience of helping children and young people to find out and use services and facilities. • Knowledge and experience of working with multiple support agencies.
Knowledge and Skills	<ul style="list-style-type: none"> • Ability to establish and develop effective one-to-one mentoring and other supportive relationships with children and young people. • Ability to provide a good role model to children and young people and a commitment to helping children and young people achieve their potential. 	<ul style="list-style-type: none"> • Ability to use ICT for administration and learning.

	<ul style="list-style-type: none">• Knowledge and understanding of safeguarding, child protection and health and safety practices and procedures• Knowledge of strategies to support pupils with SEND within a primary school setting. • Good listening skills and the ability to communicate effectively with children and young people, families, school staff and a range of other professionals. • Knowledge and awareness of issues and factors related to underachievement and barriers to learning and participation, including EBSA. • Ability to exercise initiative, work independently and take responsibility for the delivery of a programme. • Ability to work flexibly. • Ability to operate within networks. • Ability to work effectively in a team and to work with individuals, institutions and organisations. • Ability to communicate well through a variety of means (verbally, in writing and electronically). • Understanding and awareness of equal opportunities, experience of strategies to promote equality of opportunity and a commitment to work within the Council's Equal Opportunities Policy.	
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