


Job Description			
Title LEARNING MENTOR / SPORTS COACH	School Bilsthorpe Flying High Academy	Post Ref	
Learning Mentor Job Purpose To provide personal, social, learning support and guidance to individuals and groups of children, young people and those engaged with them and to contribute to identifying and removing barriers to learning both inside and outside the school, in order to achieve their full potential.			
Key Responsibilities <ol style="list-style-type: none">1. Contribute to children and young people’s learning and development using mentoring to:2. Identify and support learning and development needs3. Inform planning and decision making around how identified needs will be addressed4. Monitoring and evaluating the effectiveness of mentoring support5. Develop appropriate mentoring relationships to engage pupils in order to support improvement6. Contribute to and participate in assessment to identify individual barriers to learning7. Develop appropriate strategies, options and alternatives to overcoming barriers to learning, under guidance of line manager.8. Develop, agree and implement an action plan with pupils and those involved to set targets, providing meaningful measures of achievement, monitoring progress, identifying additional need and celebrate success9. Organise and implement additional activities for identified pupils to support a successful transition within and across educational establishments10. Assist in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement both with children and their families11. Develop and maintain contact with the families and carers to share information about the pupil’s needs and progress and explore, identify and secure positive family support12. Contribute to the identification and signposting of pathways that facilitate access to specialist services to ensure the most appropriate individual package of support for both children and families13. Develop and organise relevant activities to create a stimulating, safe and secure environment to engage children and young people’s in order to support learning			

14. Working with other agencies and individuals to increase understanding; also contributing to the identification and sharing of good practice, encouraging participation and joint working
15. Liaise with all relevant staff and any external professionals to ensure understanding, support and commitment to the approaches and strategies being used by the Learning Mentor
16. Collate qualitative and quantitative data, produce reports, share information and maintain records to facilitate monitoring and evaluation
17. Work within the school policy, liaising with teaching/ non teaching staff and external agencies to support pupils displaying difficult or challenging behaviour drawing from a range of appropriate techniques, skills and strategies
18. Monitor pupil's and young people's conduct and behaviour throughout the mainstream learning process and intervene to resolve complex, difficult or challenging issues using appropriate techniques, skills strategies and routine sanctions to de-escalate potential very difficult situations or resolve conflict with individual and groups of pupils and establish, maintain or restore a safe and calm atmosphere conducive to learning and ensure the safety and wellbeing of pupils, staff and visitors
19. Any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms, following consultation with the Recognised Trade Unions
20. To promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact with during the course of your duties and responsibilities. Your conduct must at all times be in accordance with the school's policies and procedures
21. To report any causes for concern relating to the welfare and safety of children to the designated person, and the head teacher, or if unavailable the designated safeguarding governor or a member of the senior leadership team
22. To attend safeguarding training as required by the school and maintain your knowledge and understanding of your responsibility for safeguarding children in this school

Person Specification	
Education and Knowledge Good literacy and numeracy skills gained from general education to GCSE 'O' level/ Certificate in Learning Mentoring or relevant national training or willing to work towards, or equivalent qualification or experience together with a working knowledge of national curriculum and other relevant learning programmes/strategies.	Personal skills and general competencies 1.
Experience 2. Working with children and young people as a learning mentor / sports coach	
<i>A willingness to take on further training as required to enhance personal and professional development</i>	

Factor Information

Factor		Factor Definition and Relevant Job Information
1	Knowledge	Good literacy and numeracy skills gained from general education to GCSE 'O' level/ Certificate in Learning Mentoring or relevant national training or willing to work towards, or equivalent qualification or experience together with a working knowledge of national curriculum and other relevant learning programmes/strategies.
2	Mental Skills	Some analysis and interpretation required when determining the most appropriate action from a range of alternative options. Elements of creativity and/or forward thinking are fundamental to the post's activities e.g. responds to pupils' requirements, monitoring and supporting learning; resolving pupil confrontation situations, involving more senior staff as appropriate; supporting short term planning (of learning activities).
3	Interpersonal/ Communication Skills	Using persuasive and negotiating skills to encourage children's' learning and development; more complex exchanges with a range of audiences e.g. daily contact with School Staff - to exchange information, offer and receive advice and guidance concerning students' targets, progress and assessment of the effectiveness of intervention in relation to the individual pupil; regular contact with pupils and students - to identify need, review progress, engage, motivate, support and assist pupils to work towards the targets set; external Agencies – meet with external agencies in order to participate in reviews and to provide specific information in order to keep them informed about individual pupil's progress; regular contact with parents or careers- to provide a link between the school and home in order to contribute to pupil welfare. .

4	Physical Skills	Use of computer keyboard to input basic alpha/numeric information as part of basic record keeping, also in learning situations with pupils	
5	Initiative & Independence	Working under guidance of line manager, required to deal with unexpected problems in a variety of school situations and prioritises own workload e.g. the programme for each pupil is determined by the Learning Mentor in conjunction with school policies and agreed with relevant parties. Minor adaptations to the programme may be made at the discretion of the postholder after consultation. Major areas of concern if identified would be discussed with the relevant line manager or professional.	
6	Physical Demands	Normal physical demands of a school environment however may occasionally be involved in limited physical restraint of pupils within the Schools restraint policy; setting out classrooms and learning environments.	
7	Mental Demands	Applying sensory concentration, working very closely for periods, including observing reactions and behaviour, with individual and groups of pupils; dealing with interactions between members of the group; mental concentration required when working on strategies to overcome barriers to learning.	
8	Emotional Demands	A) Working on an ongoing basis with children, some of whom have short or longer term emotional, additional or special needs.	
		B) Working on an ongoing basis with children, many of whom have special needs and exhibit challenging behaviour, including Autism, Dyslexia, Dyspraxia, Visual Difficulties, Hearing Difficulties and Physical Difficulties; also terminally ill children and those who suffer from seizures or epilepsy. (Note - People related behaviour, including any form of verbal abuse and aggression from people is covered under the Working Conditions factor).	
9	Responsibility for People	Contributing to the education and development of children; assessing and responding to the personal needs of pupils.	
10	Responsibility for Supervision	Job holder has no direct responsibility for the supervision of other employees. Occasional demonstration of own duties or similar assistance to new staff and/or college students, work experience and volunteer helpers may be given as necessary.	
11	Responsibility for Financial Resources	Job holder has limited direct responsibility for financial resources. The handling and recording of small amounts of cash/cheques or equivalent may be necessary periodically.	
12	Responsibility for Physical Resources	Regular handling, processing and recording of computer and manual information in accordance with data protection principles including routine document preparation, storage, retrieval or amendment.	

KEY RESPONSIBILITIES

- Teach Physical Education, Physical Activity and Sports Coaching to all age groups.
- Liaise with school staff and provide sports CPD to teaching staff
- Plan, prepare and deliver schemes of work and coaching programmes in accordance with the academic programmes set out by the schools.
- Keep up to date with government initiatives relating to the teaching of Physical Education & Sport and prepare policies and departmental targets as required.
- Maintain and develop effective relationships with clubs, schools and other agencies to create school club pathways, to gain access to facilities and to avoid duplication.
- Support BFHA to develop appropriate intra and inter school competitions and challenges to engage all young people in appropriate intra and inter school competition.
- Support and promote the events run by the Nottinghamshire Schools Disability Sports Association to ensure students have access to appropriate opportunities.
- Maintain records to show rates of participation in events/ competitions and programmes as required as well as implementing other data collection and monitoring programmes as directed by the Sport, Outdoor Learning and Adventure Team
- Work with the PE coordinator on the sports funding strategy, spend and report.
- Any other duties deemed reasonable by your line manager

Job Description:

1. To teach high quality physical education, physical activity and sport to Key Stage 1 and 2 pupils at BFHA
2. Identify and adopt the most effective teaching approaches for the Key Stages 1 and 2 and keep abreast of contemporary educational issues.
3. To take a professional approach to the planning, preparation and organisation of lessons and activities.
4. To support and mentor teaching school staff in the delivery of high quality PE and school sport
5. To plan and deliver a varied and interesting programme of physical and sporting activity, including intra and inter school competition, sports leadership training and deployment and healthy lifestyles programmes
6. Maintain appropriate assessment records, data collection and monitoring information.
7. The ability to communicate effectively with pupils, staff and parents.
8. To proactively promote additional enrichment opportunities to host schools, including those delivered by the Sport, Outdoor Learning and Adventure Team.
9. To implement appropriate Health and Safety policies and procedures in order to ensure a safe, effective, child friendly environment at all lessons and activities.

10. To be responsible for herself/himself and others in accordance with the Health and Safety at Work etc. Act 1974
11. To maintain current knowledge of National Curriculum, Governing Body and other relevant agencies, programmes, policies, guidance and advice.
12. To be committed to continuous professional development (CPD) relevant to the post.
13. To attend meetings as and when required/directed.
14. To lead the sports leaders at lunchtimes to create children as leaders.
15. To work with children who are overweight and inactive to encourage healthy life styles.
16. To undertake any other duties appropriate to the post.

3. Person Specification

Technical Criteria

Essential

1. An experienced UKCC Level 2 coach (or equivalent)
2. Experience and understanding of the National Curriculum and working with children in Key Stages 1 and 2.
3. Knowledge and understanding of:
 - i. Planning and delivery of high quality PE and sports activities.
 - ii. Working with sports clubs and schools to create school club pathways.
 - iii. Health and safety in sport.
 - iv. Child protection in sport.
4. Have at least 2 years' experience in a sporting role.
5. Understanding of and commitment to partnership working and communication.

Personal Essential

1. Enthusiasm and passion for sport.
2. Able to establish good relationships with adults and young people.
3. Good verbal and written communication skills.
4. Self-motivated, resilient, enthusiastic.
5. Ability to demonstrate commitment.
6. Confident and able to command respect from pupils and others.
7. Ability to work successfully both independently and as part of a team.
8. Good judgement and knowing when to seek advice or support
9. Ability to work outside normal working hours, if required.
10. Ability to drive, with access to own transport.
11. Willingness to undergo an enhanced CRB Disclosure check.

Leadership and Management Essential

1. Ability to manage large groups of pupils.
2. Effective mentor to colleagues, volunteers and leaders.
3. Ability to act as a role model of appropriate behaviours.
4. Ability to inspire participants and colleagues to high performance.
5. Ability to evaluate performance of self and colleagues.
6. Ability to use own initiative and manage own work programme.

Desirable

- a. Commitment to own professional development.

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