



Person Specification			
Job Title	Learning Mentor	Job Holder	
Author	Jo Evans	Date Created	April 2022
Date Reviewed		Next Review Date	

This person specification defines the type of person required, and describes the essential and desirable skills, knowledge, qualifications, specific conditions and competencies required to undertake the duties of the job description.

Items marked as 'E' (Essential) must be demonstrated on the application form and/or at interview, as indicated below. Failure to do so is likely to result in the application in question being omitted from a short list for interview.

Items marked as 'D' (Desirable) may form the basis for selection and should be demonstrated if possible in the application form ('A') and / or at interview ('I') as indicated below.

Key:

E – Essential Process D – Desirable A – Application Form I – Interview

Qualifications		E	D	A	I
1.	A*- C Level GCSEs or equivalent in English and Maths	✓		✓	
2.	Evidence of recent relevant professional development and study eg working towards NVQ Level 3 or equivalent qualification		✓	✓	

Knowledge & Understanding		E	D	A	I
Able to evidence and apply up to date secure knowledge and understanding of:					
1.	Relevant legislation and guidance in relation to working with, safeguarding and the protection of children and young people	✓		✓	✓
2.	Relevant aspects of relevant legislation eg Safeguarding (Keeping Children Safe in Education), Health and Safety at Work 1974, GDPR 2018, Freedom of Information Act 2010, The Equality Act 2010 etc	✓		✓	
3.	SEND and Additional Needs for children	✓			
4.	EHCP process and requirements		✓		

Skills		E	D	A	I
1.	Communicate clearly and effectively in the English language, both verbally and in writing with all children and adults.	✓		✓	✓
2.	Effectively work as a member of a team	✓		✓	
3.	Good interpersonal skills and the ability to relate to people with understanding and tact; to communicate effectively with a wide range of potential audiences and to listen and understand the point of view and opinions of other people	✓		✓	✓
4.	Be resilient and optimistic in order to manage day-to-day challenges in a busy school environment	✓		✓	✓



5.	Take personal responsibility, demonstrate a readiness to reflect and self-evaluate and the ability to change, improve and develop	✓		✓	✓
6.	Ability to establish positive relationships with students and empathise with their needs.	✓		✓	✓
7.	Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to students' needs	✓		✓	✓
8.	Communicate clearly and effectively in the English language, both verbally and in writing with all children and adults.	✓		✓	✓
9.	Effectively work as a member of a team	✓		✓	
10.	Good interpersonal skills and the ability to relate to people with understanding and tact; to communicate effectively with a wide range of potential audiences and to listen and understand the point of view and opinions of other people	✓		✓	✓
11.	Ability to monitor the students' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.	✓		✓	✓
12.	Ability to offer constructive feedback to students to reinforce self-esteem.	✓		✓	✓

Experience		E	D	A	I
1.	Working and dealing sensitively with families, staff and pupils	✓		✓	✓
2.	Working in a school environment		✓		
3.	Use Microsoft Word, Excel, Outlook, PowerPoint and other appropriate software to a basic level	✓		✓	

Personal Attributes		E	D	A	I
1.	High levels of honesty and integrity and a highly ethical approach to all aspects of the role	✓		✓	✓
2.	Have a passion for and relentless determination that every child develops and succeeds	✓		✓	✓
3.	Have high standards in terms of attendance, punctuality and meeting deadlines	✓		✓	✓
4.	Adaptability to respond appropriately to challenging situations.	✓		✓	✓
5.	Willingness to participate in further training and development opportunities offered by the school to further enhance knowledge	✓		✓	
6.	Demonstrate a positive, confident approach with enthusiasm and maintain appropriate professional boundaries in relationships with children.	✓		✓	✓
7.	Be flexible to the ever-changing demands of working in a school	✓		✓	✓
8.	Committed to safeguarding and promoting the welfare of children and successfully DBS cleared.	✓		✓	✓