

St Michael's Catholic Primary School Learning Mentor Recruitment Pack

LEARNING MENTOR



GUION STREET, LIVERPOOL, L6 9DU

Jade Gordon
Headteacher



Welcome

I am delighted that you are interested in a post at our school. I am exceptionally proud to be the headteacher of St Michael's. Our school has the highest of aspirations for all our children. These high aspirations are captured in our wonderful school Mission Statement:

'With Jesus we can achieve what we dream and believe'

We have an excellent team of staff who are all totally committed to ensuring every child in our care receives the best possible education in an exciting, happy, safe and secure environment. One thing that is always at the top of our agenda is the high quality of teaching and learning for the children. And the children's well-being is at the heart of every decision we make.

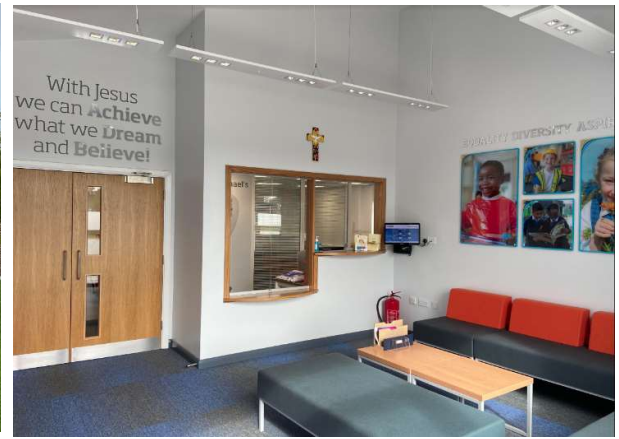
We love celebrating the achievements and successes of all our children – you will be able to see some of these on our website. We firmly believe in working in partnership with parents/carers, the parish and wider community to ensure we achieve the very best for all our children. We will strive to keep building on these important relationships.

If you would like to visit our school, please contact us and we will be delighted to arrange a suitable time.

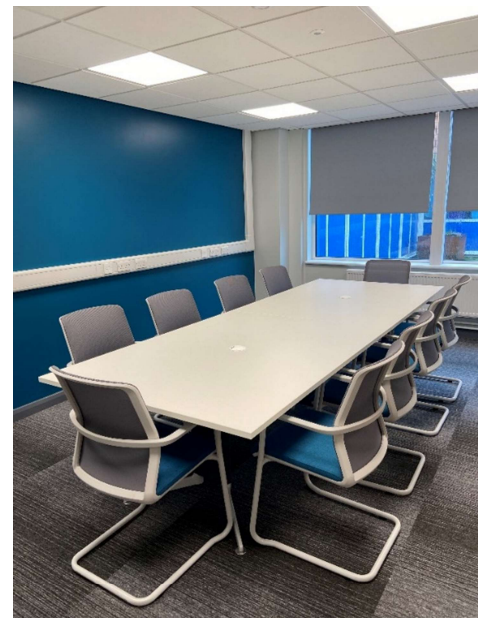
Jade Gordon

Headteacher of St Michael's Catholic Primary School





St Michael's Catholic Primary School





Learning Mentor

Learning Mentor

Pass Grade 7, SCP 22-25

Salary £33,699- £36,363 Pro-rata (Actual salary £29,486 - £31,817)

35 hours per week, 39 weeks per year

The governors are looking to appoint a highly motivated and committed professional to provide high quality support and guidance to all pupils and their families in school whose difficulties are providing significant barriers to learning.

The Learning Mentor role may include using strategies to:

- Improve learning and attainment
- Improve attendance
- Support pupils with social and emotional challenges
- Raise standards of behaviour

To help pupils engage more effectively in learning and fully participate in school life.

The ideal candidate will be proactive, positive, flexible, a great team player, an excellent communicator and, able to take a lead and responsibility for the development of effective mentoring relationships with both children and their parents.

The ideal candidate will have:

- Experience of supporting pupils in their learning in a primary school setting with a proven track record of measurable impact.
- Supported the improvement of school attendance for pupils.
- Established productive mentoring relationships with identified pupils.
- Promoted the inclusion and acceptance of all pupils within the classroom.
- Practical and positive strategies for managing pupils' behaviour.
- Relevant experience of liaising effectively between home and school.
- Knowledge of multi-agency working practice and protocols.
- Good initiative and be able to drive things forward that will positively impact on the outcomes for children.



St Michael's is a happy, nurturing school that strives for excellence.

You will join a friendly and committed team of staff in a vibrant, diverse and welcoming school community.

Ofsted Report 2024: *'Pupils are proud to attend this welcoming school.' Pupils benefit from the kind and caring relationships that they have with staff and each other. 'Pupils enjoy a good quality of education and their behaviour is impeccable and a credit to the staff and their parents and carers'*

The successful candidate will access a range of professional development opportunities and comprehensive Induction Programme.

We welcome applications both from experienced learning mentors and from those with other relevant experience of working with children who can demonstrate their ability to engage students from a range of backgrounds. The successful candidate must have a proven track record of measurable impact on pupil outcomes.

Candidates should evidence their strengths in letters of application and address the person specification. Application forms and person specification are available on SIL or via the school website www.stmichaelscatholicprimary.co.uk

Closing date for applications: Monday 2nd February 2026

Interviews: Week commencing 2nd February 2026

Any conditional offer of employment will be subject to statutory pre-employment checks including two satisfactory references, one of which must be your existing/most recent employer and Enhanced DBS and Barred List checks. References will be checked prior to the interview process. Please note that open or generic references will not be accepted as part of our recruitment process. Also, as part of the shortlisting process, we will carry out an online search as part of our due diligence on all shortlisted candidates prior to interview. All applicants will be subjected to an identity and qualifications check. A childcare disqualification check will also be required for relevant posts. Appointment is subject to a health clearance by the LA Occupational Health Provider. Candidates must also comply with the Asylum and Immigration Act 1996, by being required to supply evidence of eligibility to work in the UK.

This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 (as amended in 2013 & 2020) and shortlisted candidates will be required to disclose any relevant criminal history prior to interview. All applications will be considered on the basis of suitability for the post regardless of sex, race or disability.

St Michael's CP is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to embrace this commitment. Our Safer Recruitment Policy is available on our school website.

Applications are invited from both practicing Catholics and applicants who will support the Catholic ethos of our school.





Job Description

St Michael's Catholic Primary School

Role Title	Learning Mentor
Grade	Pass Grade 7, SCP Points 22 - 25
Hours of work	35 hours per week, Term-time (39 weeks)
Responsible to	Headteacher

Main Role and Purpose

As a core member of the school's pastoral team, the Learning Mentor provides targeted support to pupils facing social, emotional, or behavioural barriers to learning. Working alongside leadership and teaching staff, the role facilitates full access to the curriculum through bespoke intervention programmes, one-to-one mentoring, and group activities. The post-holder is dedicated to enhancing school-wide inclusion by improving attendance, promoting pupil welfare, and delivering specialised guidance that empowers every child to reach their full potential.

- **Strategic Support-** Partner with the Leadership Team, SEND Team and teachers to identify and remove social, emotional, and behavioural barriers to learning.
- **Targeted Intervention-** Deliver tailored one-to-one and group intervention programmes designed to improve pupil engagement, welfare, and academic access.
- **Inclusion & Advocacy-** Drive school-wide inclusion by focusing on attendance, personal development, and providing high-quality enrichment through extra-curricular clubs, wider community provision and referrals to specialist services.
- **Flexible Delivery-** Adapt support strategies to meet the evolving needs of the pupil population as directed by the SENCo/SLT/Headteacher.

Professional Duties and Key Responsibilities

- **Early Identification & Intervention:** Proactively identify barriers to learning (including emotional, social, and behavioural) using school data and pastoral observations. Design, deliver, and evaluate evidence-based interventions that build resilience and self-regulation.
- **Collaborative Learning Plans:** Partner with teaching staff to co-produce and implement individualised Learning Plans, ensuring that smart targets are created,



supported and updated to support assessment of pupil progress and directly support academic engagement.

- **Strategic Lunchtime Leadership:** Oversee the lunchtime provision, including the strategic deployment of staff and the creation of a safe, inclusive environment. Design and facilitate structured high-quality activities to increase engagement and teach social skills during unstructured times.
- **Capacity Building & Modelling:** Develop a tool kit of therapeutic approaches (e.g., the use of Happy Places, restorative practice, de-escalation strategies, social stories) to support pupils. Lead by example, by modelling these techniques for classroom staff, empowering them to maintain and implement strategies independently.
- **Flexible Learning Delivery:** Provide high-impact mentoring through a hybrid of in-class support and targeted level provision for individuals or small groups, tailored to specific SEMH (Social, Emotional, and Mental Health) needs.
- **Environment & Resource Management:** Curate and maintain a dedicated nurture space or sensory-neutral environment, ensuring resources are inclusive and accessible for pupils with a wide range of needs.

Monitoring, Assessment & Partnership

- **Target Setting & Profiling:** Use assessment tools (e.g., Boxall Profile, SDQs, Wellcomm) to create detailed pupil profiles. Set SMART targets and maintain robust tracking systems to demonstrate the impact of mentoring on pupil outcomes.
- **Parental & Community Engagement:** Act as a key liaison for families, building trust through regular communication. Empower parents with strategies to support their child's wellbeing and attendance at home. Including designing, planning and running parental engagement workshops.
- **Multi-Agency Liaison:** Collaborate with external professionals (Educational Psychologists, CAMHS, Social Care, EMHP, YPAS, EWO). Lead on Early Help Assessment Tools (EHAT) and attend Team Around the Family (TAF) meetings as a lead professional where appropriate.
- **Safeguarding & Advocacy:** Act as a vigilant practitioner in line with *Keeping Children Safe in Education (KCSIE)*. Support the Designated Safeguarding Lead (DSL) in identifying risks and maintaining meticulous records.
- **Transition Management:** Coordinate and support transition for pupils moving between Key Stages or transitioning to Secondary school, ensuring that pastoral history and successful strategies are shared.

Professional Leadership & Development

- **Inclusive Enrichment:** Lead and expand 'Extended School' enrichment offerings, such as breakfast clubs, after-school clubs, or holiday provisions, to ensure vulnerable learners feel a sense of belonging.
- **Specialist Liaison:** Work as a core member of the inclusion team alongside the SENCo and Safeguarding Lead to ensure a joined-up approach to pupil welfare.
- **Best Practice & CPD:** Stay current with local Early Help offers and community resources. Lead internal CPD (Continuing Professional Development) sessions to



share best practices in behavioural management and mental health support. Have a commitment to you own personal professional development in line with the needs of the school.

- **Volunteer Coordination:** Recruit, train, and supervise community mentors or volunteers, ensuring their work aligns with the school's core values and safeguarding protocols.
- And any other duties determined by Headteacher suitable for this grade.

General

- Attend weekly staff meetings.
- The post holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner
- To promote the safeguarding of children. As members of staff, we all have a duty to provide for and safeguard the welfare of children we are responsible for, or who we come into contact with in our day to day work. All duties should be carried out in line with the school's Child protection & Safeguarding Policies and Practices.
- To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.
- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.





Person Specification

Learning Mentor

Attributes	Essential Requirements	Desirable Requirements
Qualifications	<p>NVQ Level 3 or equivalent in teaching assistance/and or level 3 national occupational standards Or Accredited Learning mentor qualification NVQ Or CWDC level 3 diploma</p> <p>GCSE (A*-C) or equivalent in English and maths</p> <p>Recent experience of working with children and taken a keen interest in supporting learning, welfare and achievement in either a paid or voluntary capacity in education, youth or social care.</p> <p>Up to date safeguarding training</p>	<p>Vocational degree – high level (2:2 min)</p> <p>Evidence of recent professional development</p>
Written Application	<p>A well-constructed application and supporting statement: A sound understanding of the role of 'Learning Mentor' as described in the job description with the potential to be successful in the role.</p>	
Experience and Skills	<p>Excellent interpersonal skills and ability to relate and communicate with children, staff and parents.</p> <p>Excellent organisational skills.</p> <p>Good literacy, numeracy and computing skills.</p>	<p>Training in special educational needs/behaviour management strategies/intervention strategies/pastoral support.</p> <p>Experience of working as a learning mentor</p>



	<p>Have proven, successful and recent (within past three years) primary school experience.</p> <p>Have a minimum of two years' experience of working with children in an educational setting.</p> <p>Experience of working with primary age children with special educational needs.</p> <p>Able to work in a 1-1 relationship and in groups.</p> <p>Able to keep timely, accurate records.</p> <p>Able and willing to work flexibly as part of a team.</p> <p>Able to show initiative and lead school projects appropriate for role.</p> <p>Thorough understanding of safeguarding of children</p>	<p>to support children to overcome barriers to learning.</p> <p>Experience of using CPOMS.</p> <p>Experience of using the Evolve system and/or management of Educational Visits</p>
Professional Knowledge and understanding	<p>A good standard of spoken and written English.</p> <p>An understanding of the developmental needs of children.</p> <p>A belief in pupil centred, active learning with an ability to engage, challenge and high expectations of children.</p> <p>Demonstrate commitment and enthusiasm to motivate the learning of children of all abilities and backgrounds, including vulnerable learners.</p> <p>Knowledge of a range of behaviour management strategies and techniques that are effective and supportive.</p>	<p>A strong understanding of issues affecting children (e.g. bullying, poor attendance)</p>



Relationships	<p>An ability to provide a caring, nurturing and cooperative atmosphere for children and to create a challenging, well managed and effective learning environment.</p> <p>An understanding of the need for confidentiality</p> <p>An ability to relate well to individuals and groups.</p>	
Personal Skills and attributes	<p>Demonstrate a commitment to support the Catholic ethos of the school.</p> <p>Caring, approachable, firm, understanding, consistent, assertive and calm.</p> <p>Have a positive and 'can do' attitude with a solution focussed approach.</p> <p>Confident and able to make decisions and be accountable for these.</p> <p>Excellent communication skills both oral and written, including ICT.</p> <p>Proven ability to build and maintain effective relationships with parents.</p> <p>Understanding and respecting the need for absolute confidentiality.</p> <p>Have resilience and integrity.</p> <p>Ability to plan and organise work effectively.</p> <p>A commitment to inclusion and equal opportunity.</p> <p>Able to show a committed, professional and loyal attitude to the school, openly modelling its aims and values at all times.</p>	A practicing Catholic
Appearance	Smart professional appearance.	



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