



Job Description

Job Title	Learning Mentor
Department	Oasis
Reporting to:	Specialist Provision Lead
Main Purpose of the role	
<p>To provide a high level of emotional, pastoral, and academic support to learners with Social Emotional, Mental Health needs, Communication, and Interaction, learning difficulties, and the neurodivergent in order to enable them to engage in education, achieve qualifications, develop skills and knowledge in preparation for adulthood, and a realistic pathway plan for their future.</p>	
Key Tasks / responsibilities:	
<ul style="list-style-type: none"> • To foster an individualised approach to supporting learners to engage with learning and gain qualifications • To use appropriate de-escalation techniques to manage anxiety and behaviour • To support learners at unstructured times to interact with others and access SGS (South Gloucestershire and Stroud) Stroud Campus facilities as appropriate • To support learners to develop a pathway plan that includes Independent Living Skills, preparing for adulthood and accessing the local community • To work collaboratively with teaching staff and others to support learner progress • To work closely with Education Manager, Provision Lead, therapists, and other staff to identify support needs and to implement and develop effective strategies • To undertake key worker responsibilities for named learners and promote well-being, independence, and academic progress • To attend team meetings, curriculum meetings and learner review meetings as required • To be a positive role model for all staff and learners • To complete and submit statutory documentation in a timely manner • To promote equality and diversity and foster inclusion. • Utilise counselling skills including active listening and a non-judgemental approach • To be patient and the ability to remain calm in stressful situations, be sensitive and understanding have an empathetic approach • Good customer service skills to facilitate the interactions with service users and stakeholder. • To be able to demonstrate good digital literacy and use relevant software packages competently • To ensure all mandatory training and development is attended complete accordingly. • To ensure compliance with all relevant training those within provision and in the wider organisation. • Working knowledge of safeguarding with proficiency in recognising signs abuse and or cause for concerns. 	

Role Dimensions

- Term Time Only (37 weeks)
- 1:1 support
- Small Group Support
- Lone working
- Supporting in the community as required
- Disability support
- Supporting learners in the Oasis provision
- Supporting learners in the wider college
- Continuing professional development

Key Interfaces

- Learners
- Parents
- Carers
- External Agencies
- Social Workers
- Provision Lead
- Education Manager
- Oasis Administrator
- Oasis tutors
- Therapists
- SGS wider college staff
- SGS Stroud Estates team
- SGS Stroud Safeguarding team

Supporting College Goals and Values – all roles

In addition to the particular requirements and characteristics of individual roles, all people employed by SGS College are expected to actively support the achievement of the College's goals and, at all times, both internally and externally, to behave in a manner consistent with the College's mission and values.

This means:

- Performing your role and delivering your service in a way that helps the College achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments.
- Promoting the image of the College as one that is committed to the highest standards of delivery and service.
- Sharing the College's commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day-to-day work.
- Sharing and prioritising the effective implementation of the College's Equality and Diversity Policy.
- Promoting and implementing best practice in Health and Safety,
- Adhering to Safeguarding policy and procedures and ensure promotion and implementation where appropriate.

Measurable Performance Standards for this role			
<ul style="list-style-type: none"> • Attendance and achievement data • Academic progression for learners • Personal and social progression • Successful outward/inward transitions for learners 			
Level of Disclosure and Barring (DBS) disclosure required			
Enhanced with barred list checks			
Author and Date			
Samantha Bennett 19.02.2024			
Job Evaluation (for HR Completion)			
Status:	Approved	Date:	10 th July 2024

As the needs of the College change, so the above job profile, duties, and location of the role within the College may be adjusted accordingly.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

Person Specification

Learning Mentor



Criteria	Essential	Desirable	Assessed by
Qualifications and attainments			
<p>Math & English qualifications at GCSE grade 4 or above or L2 standard.</p> <p>If an applicant does not have the above, they must commit to working towards these qualifications.</p>	✓		Application form
Experience and knowledge			
<p>Experience of working with young people aged 16-25 with additional needs and/or EHCPs (Education, Health, and Care Plans). This experience would preferably be within education, but other experiences related to health, social care or in the community is also relevant.</p>	✓		Application form/ interview
<p>Experience with Office 365 and its applications</p>	✓		Application form/ interview
<p>Willingness to gain relevant qualification that support the role, responsibilities and CPD (Continuing Professional Development).</p>		✓	
Skills and abilities			
<p>Ability to Show initiative</p>	✓		Application form/ interview
<p>Ability to work as a member of a team</p>	✓		Application form/ interview
<p>Ability to adapt to different situations and individuals</p>	✓		Application form/ interview
<p>Ability to work in a fast-paced environment and process information quickly.</p>	✓		Application form/ interview

Criteria	Essential	Desirable	Assessed by
High level of communication & interaction skills.	✓		Application form/ interview
High Level of commitment to improving people's lives through learning	✓		Application form/ interview
High levels of personal integrity, positivity and to be proactive in responding to the needs of the college, learners, and other staff	✓		Application form/ interview
Values diversity with strong commitment to promoting equality and business excellence	✓		Application form/ interview
Interest in development and motivation for improved skills	✓		Application form/ interview
Essential College attributes			
Initiative: Demonstrating the willingness and ability to use initiative – whether that means deciding on necessary action and following it through - or suggesting ways to work in a better way.	✓		Application form/ interview
Influencing skills: The ability to persuade others.	✓		Application form/ interview
Interpersonal Skills: The ability to communicate and interact with other people in a way that promotes cooperative relationships.	✓		Application form/ interview
Teamwork: The willingness and ability to collaborate and work closely with colleagues in a mutually supportive manner.	✓		Application form/ interview
Circumstances of role (if applicable)			
Ability to obtain a satisfactory Disclosure Certificate	✓		<<Application form>>
Must be available to work from Monday to Fridays and evenings if required.	✓		Application form/ interview

Criteria	Essential	Desirable	Assessed by
Must be physically capable of providing support for learners within an educational environment.		✓	Application form/ interview
Must be cognitively capable of providing support for learners within an education environment.	✓		Application form/ interview