



# LEARNING MENTOR

## POSITION DESCRIPTION

<b>Last amendment</b>	August 2019
<b>Version</b>	1

### Position Summary

The Learning Mentor program is founded on the idea that students learn best when they are healthy, confident, and motivated. The program provides a safe and supportive environment for all students, where they can learn and grow. Learning Mentors are the first point of contact for families and primary teachers of the school in the morning and provide support and guidance to students. The program aims to develop a sense of belonging and community within the school and to support the learning and growth of all students.

<b>Child Safety</b>	<p>Be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety.</p> <p>Be the first and regular point of contact for all students.</p> <p>Demonstrate duty of care to students in relation to their physical and mental wellbeing.</p>
<b>Elements of the Program</b>	<p>Learning Mentors develop a relationship with a group of approximately 28 students to provide support and guidance. The program is designed to be a safe and supportive environment for all students, where they can learn and grow. Learning Mentors are the first point of contact for families and primary teachers of the school in the morning and provide support and guidance to students. The program aims to develop a sense of belonging and community within the school and to support the learning and growth of all students.</p> <p>In Learning Mentor, staff monitor and support each student with an emphasis on individual learning needs. Learning Mentors will assist students in developing their learning and to become more confident in their school experience.</p> <p>Each Learning Mentor group will consist of students from Years 7 to 12 and belong to one of six Learning Communities.</p>
<b>RESPONSIBILITIES</b>	<ol style="list-style-type: none"> <li>1. Know the students and act as a point of contact for them. Use this relationship to be the first and regular point of contact for teachers and parents to discuss student progress, achievements, concerns, absences, and subject selections.</li> <li>2. Provide support and guidance to students in their learning and to become more confident in their school experience.</li> <li>3. Assist students with their individual school experience. Learning Mentors will assist students in developing their learning and to become more confident in their school experience.</li> <li>4. Be part of your learning community. Mentors are as much a part of their learning communities as their students and model active community participation.</li> </ol>



**ESSENTIAL DUTIES**

<p><b>Daily</b></p>	<p style="text-align: right;">-in with</p> <p>students.</p> <p>Check uniform and report according to the school's uniform procedure</p> <p>Check for attendance on learning/assessment materials (a range of teacher readings, teacher recitations etc.)</p>
<p><b>Weekly</b></p>	<p>Speak with each student about how they are going (at least once a week about if known/appropriate) and acknowledge their successes.</p> <p>Follow up on any work, behavioural incidents).</p> <p>Follow up any specific issues in a conversation with the student.</p> <p>Use time allocation (one period per week) to attend to any specific student issues -</p>
	<p>Expectations of the Learning Mentor role are to be able to identify and address any issues that may arise in the classroom and/or in the community.</p> <p>Make sure that the Learning Mentor role is clearly defined and understood by all staff and students.</p> <p>Contact families to build and maintain relationships.</p>
<p><b>Semester</b></p>	<p>Students will reflect on Learning Mentor and classroom teacher comments.</p>
<p><b>Annually</b></p>	<p>Assist students in making decisions about courses for the following year, as guided by the Teaching team.</p>
<p><b>Other</b></p>	<p>Teachers and parents/Carers of students in all respects to contribute information in a proactive and prompt manner, making notes on SIMON. Attend set community meetings to remain up-to-date with LM program.</p> <p>Refer any concerns in behaviour or work-submission patterns to ICL for support.</p> <p>Refer any concerns in behaviour or work-submission patterns to ICL for support.</p> <p>Refer any concerns in behaviour or work-submission patterns to ICL for support.</p> <p>Follow referral procedures and/or Mandatory Reporting procedures if you are concerned about a student.</p> <p>Work with the Learning Diversity to meet requirements.</p>
<p><b>Further information</b></p>	<p>Learning Community Leaders</p> <p>Deputy Principal Student Development</p> <p>Learning Community</p>