

EAL Learning Mentor (with Dari language skills)

Responsible to:	Head of Inclusion / SENCO
Salary:	SCP 4-8 £23,114-£24,702 per annum (actual £16,977-£18,143 per annum)
Tenure:	32.5 hours per week 8:30-3:30 Monday – Friday Fixed term initially to April 2025

Overall purpose:

To support EAL students to ensure they reach their full potential through developing academic English. Will also support teaching and learning throughout the school in and outside the classroom.

Job Purpose:

We are looking to appoint someone with relevant language skills to support Afghanistan students. Some speak limited English but will be immersed in a comprehensive secondary school education. The role will include assisting and support teachers in addressing the needs of students. With the support of the SENDCO you will be the first point of contact for students and families to ensure good lines of communication are established.

Principal Accountabilities:

- Helping vulnerable students to succeed both in and outside school.
- Help create student passports, My Plans provision plans and play an active role in the process.
- Developing knowledge of schemes of work across the learning area and adapting appropriate lessons to meet the needs of learners.
- Tracking student progress and helping to identify students with learning difficulties
- Coordinating support for vulnerable / LAC / SEND students with learning areas and provide information on students with specific needs to teachers.
- Working closely with the Head of Inclusion to ensure statutory obligations are fulfilled including EHCP's, Access Arrangements and students on the SEND register by tracking students who are having interventions to show impact on behaviour, attendance and attainment. Recording changes in attitudes towards learning and social, emotional development
- Supporting some of our most challenging students and families whilst having responsibility for specific communication with parents / staff of the students identified as being vulnerable / SEND.
- Sharing and disseminating good practice and effective strategies which support and enable success and through supporting subject teachers to create differentiated work to support learning.

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- Working closely as part of a team and contribute positively to the core themes of intervention
 - Any other duties commensurate with the skills and experience the post holder is expected to have and commensurate with the grade, which from time to time may be allocated by the Head of Inclusion or Senior Leadership Team

Special Conditions

1. You will be expected to work in any part of the support staff faculty.
2. This Job Definition is effective from 1st September 2024 and replaces all previous versions. The contents have been agreed in discussion between the post holder and the school. The contents and allocation of particular responsibilities may be amended after consultation from time to time.
3. The postholder will be subject to a full police and suitability check to satisfy child protection requirements. The post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 and all convictions or cautions must be declared. There will be some requirement for duties to be undertaken outside of the normal working day or at weekends.

Safeguarding Children Wyedean School and Sixth Form is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed

Personal Specification – Learning Mentor

	Essential	Desirable
Qualifications	GCSEs (A-C) / including English and maths or equivalent	High-level vocational qualifications Willingness to continue to develop within an education setting
Experience, Skills and knowledge	Dari, Farsi or Turkish language skills High level of communication skills written and verbal Excellent interpersonal skills: an excellent and effective communicator with young people, staff and parents Organised and efficient Ability to handle difficult situations with sensitivity and confidentiality and to be non-confrontational Ability to exercise initiative, work independently and part of a team. Ability to reflect critically on own work and contribution to the school	Experience of working with schools Experience of working with children with Emotional and Behavioural Difficulties Experience of using ICT
Personal Qualities	Commitment to safeguarding and promoting the welfare of children and young people Motivated, positive and enthusiastic Ability to form and maintain appropriate relationships and personal boundaries with children and young people Values and respects the views and needs of young people Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline Physical and emotional stamina to meet the demands of the job Able to maintain confidentiality Willing to undertake training as necessary	Willing to be involved in after-school events which might be out of normal school hours.