



## Job Description

KEY INFORMATION	
Post title:	EBSA Learning Mentor
Grade:	
Responsible to:	Vice Principal
Responsible for:	N/A
OVERALL PURPOSE OF JOB	
Under the guidance of the Vice Principal, implement and deliver a range of programmes and interventions for individual students or small groups of students, supporting them to remove barriers to their attendance.	
MAIN DUTIES AND RESPONSIBILITIES	
1	Under guidance, work with individual students, small groups and where appropriate the whole class, to implement and deliver programmes of work
2	Use initiative in delivering and implementing interventions and activities by application of specific skills, knowledge and experience of students, under the guidance of the Vice Principal or other relevant colleague
3	Plan and prepare work programmes and interventions in accordance with instruction, including adaptation of work/activities as directed
4	Establish productive working relationships with students, acting as a role model and setting high expectations, and developing appropriate mentoring relationships to engage students, alongside supporting the identification of individual barriers to learning
5	Work alongside the attendance team, Progress Leaders and the wider pastoral team to develop and implement attendance plans for EBSA students, liaising with relevant colleagues to monitor the success of the plans and make reasonable adjustments as and when required
6	Promote independence and employ strategies to recognise and reward improvements in attendance
7	Work with other staff and/or agencies involved in the education process, under guidance
8	Provide information and attend and contribute to meetings with staff, parents/carers and other external professionals as and when required, under the guidance of the Vice Principal
9	Contribute to the school improvement plan by taking responsibility for specific areas



	of work that are appropriate to skills, knowledge and experience
10	Accompany other staff and students on school visits, trips and in other activities outside of the classroom, taking responsibility for specific children or small groups as directed
11	Undertake administrative and clerical tasks as and when required, including writing reports and analysing attendance and other data
12	Contribute towards Annual Reviews for children with EHC Plans
13	Visit students and families in their homes, where required

#### **GENERAL RESPONSIBILITIES**

1	Uphold professional standards for the role and follow all school and Trust policies and procedures.
2	Comply with Child Safeguarding Procedures and adhere to the Trust's Child Protection and Safeguarding Policy at all times.
3	Participate in performance management and take part in appropriate training and development activities.
4	Maintain confidentiality in all areas of work and process personal and sensitive information in accordance with relevant legislation.
5	Undertake other reasonable duties as requested, in accordance with the changing needs of the organisation.



## Person Specification

*All points are essential unless otherwise specified*

<b>Qualifications</b>	
1	GCSE maths and English at grade C/4 or above, or equivalent qualifications
2	Qualification or training related to working with children and young people with additional needs
3	<i>Further qualifications, e.g. A levels, degree, further qualifications in supporting children and young people (desirable)</i>
<b>Experience</b>	
1	Experience working with children or young people in a school or educational setting
2	Experience of developing and implementing support plans for students
3	Experience of working with children with SEND and/or challenging behaviours
4	<i>Experience of working with multi-disciplinary teams (desirable)</i>
<b>Skills/Knowledge/Abilities</b>	
1	Knowledge of child development and children's personal development needs
2	Ability to employ strategies which promote good attendance
3	Ability to use a range of computer systems and software packages, including standard packages (e.g. Microsoft, Google suite) and school specific packages (e.g. Arbor)
4	Good written and verbal communication skills with the ability to communicate effectively with a range of staff, pupils, parents/carers and other stakeholders
5	Ability to build effective, professional relationships with a range of staff, children, young people, their families and carers
6	<i>Knowledge of inclusive practice (desirable)</i>
<b>Personal Attributes</b>	
1	Ability to work successfully alone and as part of a team
2	Ability to work well under pressure and manage competing deadlines
3	Resilient, with a flexible outlook and the ability to adapt to changing priorities and to work at pace

4	<i>Full driving licence and access to a car with business insurance, with the ability to travel to pupils' homes and other locations as and when required (desirable)</i>
<b>Safeguarding</b>	
1	Demonstrate a commitment to safeguarding children and ensuring the welfare of children
2	Be able to remain calm, empathetic and treat all students with dignity and respect, even when faced with challenging behaviour
3	Satisfactory Enhanced DBS check