

Lead Academic Mentor – Physical and Sensory (Grade D)

Job Description

Key purpose of the role

Enable the Trust to realise its mission to 'Transform lives, strengthen communities and make the world a better place by supporting students to learn and flourish.

To support key students throughout their school career, providing intervention, tracking and academic support. To build strong relationships with students and their families, ensuring continual progress and personal development.

To plan and implement agreed SEND programmes for individuals or groups, addressing the needs of students who need particular help to overcome barriers to learning and reach their potential.

Lead, supervise and provide strategic support and guidance for students with special educational needs and disabilities. Liaise and work alongside parents and carers to track and develop students with SEND.

To provide a nurturing environment that helps children with SEND develop as learners.

To help establish and maintain positive behaviour strategies.

To contribute to the effective working of Isca Academy.

Your responsibilities

- Planning and delivering learning/care/support programmes, including regular communication with parents and carers as well as clear tracking of student's progress across time.
- Supervising and providing support for students, including those with special needs, ensuring their safety and access to learning.
- Attending to the students' personal needs, and implementing related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
- Provide specialist SEND, subject or other support.
- Plan and implement strategies and programs (both in and out of the classroom) for children you are supporting and are responsible for.
- Mentor students and advise on post 16 providers as necessary.
- Using specialist curricular/learning skills/training/experience and specialist technology/equipment to support the needs of individual students.
- Take an active role in lessons, working within planned learning activities and supporting the class teacher as directed, when required.
- Implement an agreed range of activities with individuals/groups of children, including specialist programmes linked to the specific areas of need.
- Adjust activities/task according to student's responses/needs.
- Assist the teacher in the whole observation, assessment and planning cycle, including detailed, objective and regular feedback on students' achievement, progress, problems etc.
- Undertake marking of students' work where required.

- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care Programmes.
- Management/preparation of resources to support an enabling learning environment, both indoors and outdoors.
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- Promote excellent standards of behaviour in line with the School's Behaviour Policy.
- Being aware of student problems/progress/achievements and report these to the teacher and SENDCo as agreed.
- Invigilate/administer and provide access arrangement support for routine tests/exams.
- Provide clerical/administrative support e.g. photocopying, typing, filing, displays etc. where necessary
- Maintain and update school information, student files, records and databases related to SEND, ensuring accurate electronic and paper filing of student records.
- Establish constructive relationships with parents / carers and where appropriate participate in feedback sessions with parents alongside the teacher, reporting on progress and achievements.
- Liaise with external agencies/professionals ensuring constructive relationships are established.

Whole School Responsibilities

Lead on the support and tracking of progress for a key group of learners with SEND. Assist with the supervision of students out of lesson times, including before and after School and at lunchtimes as required.

Accompanying teaching staff and students on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher.

Attending relevant meetings as required.

Provide cover for absent teachers where required and as directed including registration, tutorial and lessons.

All Isca Academy staff are expected to

Ensure that the aims, priorities and policies of the Academy and Trust are adhered to, including the staff Safeguarding Code of Conduct.

Attend parents, staff and team meetings as required, making a valued and professional contribution.

Undertake break, lunch and after school supervision as agreed, according to Academy policy.

Encourage the good conduct of all students and at all times on the Academy site and within its vicinity.

To make a full commitment to personal professional development, engage positively in organised professional development activity and staff appraisal procedures.

Maintain respectful and effective communication with students and other staff, including attendance at briefings and through completing student report cards and logs as appropriate.

Maintain respectful, positive and effective communication with parents, including phone calls and letters home, as appropriate.

Maintain positive and effective communication and liaison with partner schools and the wider community, as appropriate.

Act as an advocate of the Academy and its students in all circumstances, ensuring every opportunity is taken to celebrate our success.

	To carry out other duties as reasonably requested by the Headteacher.
Grading criteria	• Provide on the job training for colleagues and oversee quality of work. • Establish the best course of action using a range of recognised procedures • Identify the need, assess the situation and initiate action, providing comprehensive guidance, advice and support. • Undertake work where there is a wide range of choices, where advice is not normally available and/or decisions where policy, procedures and working standards provide only general guidelines • Make decisions which have a material effect on the internal operation of their own or other departments. • Work may be subject to interruption but the program of tasks will not be subject to significant change. • Good standard of practical knowledge/skills to be able to undertake more complex tasks

Teaching Assistant (Grade D)

Person Specification

Qualifications	• Good numeracy and literacy skills with a GCSE (or equivalent) in English and Maths (grade 4 or above)	Essential
Experience	• Experience of working with or caring for children • Experience of responding to individual additional needs (EAL, cognition and learning, communication and interaction, social, emotional and mental health, physical and sensory needs). • Experience in providing support on a 1:1 basis or to small groups of students.	Desirable
Key skills	• Excellent Communication • The ability to promote inclusion and acceptance of all pupils • The ability to relate well to children and adults • The ability to work effectively in a team, with a positive and collaborative manner.	Essential Essential Essential Essential



- Ability to plan, under appropriate supervision and guidance, or in collaboration, effective learning programmes. Essential
- Good Microsoft Office skills (Word, Excel and PowerPoint) Essential
- Able to fulfil all aspects of the role with confidence and fluency in English Essential



Values

- **Ambitious:** works hard, has the highest standards and is positive for the future. Essential
- **Selfless:** is self-aware and emotionally intelligent to be able to support self and others to thrive. Works selflessly to support the Trust's mission and strategic priorities. Essential
- **Collaborative:** builds strong relationships and networks. Essential



Job Evaluation

JE Job Number: TA4

JE Score: 370

Grade: D