

Job Description & Person Specification

Learning Mentor

JOB DESCRIPTION

JOB TITLE	Learning Mentor
EMPLOYER	University of Brighton Academies Trust
LOCATION (Academy)	Academy
RESPONSIBLE TO	Safeguarding Officer
RESPONSIBLE FOR	n/a
MAIN PURPOSE OF THE JOB	<ol style="list-style-type: none"> 1. To assess, support and work with individual and small groups of identified vulnerable pupils in consultation with key staff and other professionals and the pupil themselves. 2. To liaise and work effectively with key staff to promote the wellbeing of the pupil, and with the family, as appropriate 3. To co-ordinate a package of services that will improve the pupil's behaviour, motivation, self-esteem and educational attainment.
MAIN TASKS / KEY RESPONSIBILITIES	
1	To be responsible for promoting and safeguarding the welfare of pupils within the academy.
2	To implement and review individual, group and class provision for pupils who display learning and SEMH difficulties within the academy, to enable those pupils to access the taught curriculum, under supervision by the SENCo or the Safeguarding Officer
3	To help identify and prioritise vulnerable pupils who would benefit most from learning mentor interventions through observations and ongoing dialogue with the class teachers and the SENCo or the Safeguarding Officer
4	To use a range of strategies to engage vulnerable pupils in learning and provide support to enable those pupils to engage in the classroom.
5	To address the needs of pupils who require support to overcome the barriers to learning they experience both inside and outside the academy, in order that they are able to achieve their full potential by creating appropriate action plans.
6	To work with other staff directly involved in working with identified children to model strategies that engage vulnerable pupils in learning and the taught curriculum.
7	To work alongside the pupil, class teacher, and parents to set achievable targets.
8	To ensure that relevant activities and resources are provided and developed to create and maintain a consistent attractive, stimulating, safe and secure environment for work with vulnerable pupils that meets their needs.
9	To model strategies and provide advice, practical and coaching support to staff, including for ad-hoc or short-term interventions, as advised by the SENCo.
10	To instigate positive mentoring relationships through the development of appropriate and creative interventions for identified pupil, tailored to their needs, such as: support in class, 1:1, small group work.

11	Transition work: Under the direction of the SENCo and Y6 Teachers, identify and support vulnerable year 6 pupils and their families moving to secondary. This may also involve liaising with secondary transition workers to arrange visits / individual pupil meetings.
12	To co-facilitate and deliver nurture groups and activities, as required.
13	To produce accurate and up to date records and reports, including monitoring and evaluation activities as required, in line with academy policies.
14	Collate qualitative and quantitative data, share information sensitively and maintain records to facilitate monitoring and evaluation of the provision map and own records to support teacher and the Inclusion team's evaluations of provision.
15	Under the direction of the Safeguarding Officer/ SENCo review and assess the learning mentor caseload and regularly share relevant information concerning the pupil and intervention methods used.
16	To organise and plan sessions such as social skills and fine and gross motor groups.
17	To deliver programmes provided from external and internal therapists, as required and to deliver strategies suggested by organisations, such as ESBAS.
18	To take a lead role in co-ordinating reviews of pupils' progress, including liaising with other agencies as appropriate
19	To support the SENCo with referrals to outside agencies.
20	To deliver Intervention Programmes for SEN pupils in groups, 1:1, or within a class setting.
21	To differentiate and create learning resources to meet the complex needs of the pupils, supporting teaching assistants with resources, as required by the Inclusion team
22	To work as a Teaching Assistant supporting pupils in a classroom environment, including those with special educational needs.
23	To use ICT to support you in your role, and in your work with pupils
24	To attend academy/department meetings to contribute to the discussions about individual pupils as directed.
25	To attend parents' meetings as required, and contribute to the discussions about individual pupil's progress.
26	To attend appropriate training, meetings, supervision and appraisals to support the role of learning mentor as required.
27	To provide consistent and effective support in line with the requirements and responsibilities of your role.

This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may however be changed or added to as appropriate.

There may also be the need for staff to undertake additional duties from time to time, appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder.

Date: September 2024

Additional Information

- This post is subject to an Enhanced DBS Check

- This post is exempt from the Rehabilitation of Offenders Act (1974) – applicants must be prepared to disclose all criminal convictions and cautions including those that would otherwise be spent under the Act.

University of Brighton Academies Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

PERSON SPECIFICATION

ESSENTIAL CRITERIA

EDUCATION AND QUALIFICATIONS

- 1.1 NVQ Level 3 for Teaching Assistants or equivalent

KNOWLEDGE AND EXPERIENCE

- 2.1 Sound knowledge of SEN Code of Practice.
- 2.2 Knowledge of academy policies on Child Protection, Health & Safety, Behaviour, Teaching and Learning and Equal Opportunities.
- 2.3 Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment.
- 2.4 Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils.
- 2.5 Sound knowledge of literacy and numeracy strategies.
- 2.6 Experience of working as a Teaching Assistant (or equivalent) supporting pupils in a classroom environment, including those with special educational needs.
- 2.7 Experience of using Information Technology to support pupils in the classroom.

KEY SKILLS AND ABILITIES

- 3.1 Ability to plan, deliver and evaluate interventions.
- 3.2 Ability to deliver programmes provided by therapists.
- 3.3 Ability to facilitate and contribute to team meetings.
- 3.4 Ability to produce accurate and up-to-date records and reports as required.
- 3.5 Ability to undertake observations and assessments of pupils with special educational needs.
- 3.6 Ability to differentiate learning resources to meet the complex needs of the pupils

PERSONAL ATTRIBUTES

- 4.1 Willingness to participate in further training and developmental opportunities offered by the academy and county, to further knowledge.
- 4.2 Willingness to attend INSET days and some after academy meetings on a paid basis.
- 4.3 Willingness to maintain confidentiality on all academy matters.

DESIRABLE CRITERIA

- 1.1 STAC or other NVQ Level 4 equivalent courses