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| **JOB PROFILE** |
| **Job Title:** | Learning Mentor | **School/Department:** | Harrogate Grammar School |
| **Salary Grade:** | SCP 15-19 SPOT £25,878 – £27,852 FTE Actual based on 37 hours £21,165 - £23,856 | **Working Hours:** | 37 hoursTerm time only plus training days |
| **Contract Type:** | Permanent  | **Location:** | Harrogate  |
| **Responsible to: Deputy Headteacher**  |
| **Role summary:**This role is responsible for supporting specific students in their learning and to ensure the absolute best support both pastorally and academically. This role supports those children at risk of not achieving their fullest potential whatever their level of ability or need for complex reasons. This is to be achieved through general support and specific programmes, both inside and outside of the classroom and teaching times. The role will work with the leadership team and involves working collaboratively with Learning Support, faculty and subject leads, alongside external stakeholders and parents to enable children to overcome any barriers to learning. **Red Kite Learning Trust is committed to safeguarding and promoting the welfare of students and expects all colleagues and volunteers to share this commitment.** |
| **Special conditions of service:**No smoking policy, including e-cigarettes. |
| **Role specific responsibilities:*** Work closely in an active mentoring to unlock barriers to learning for an identified group of students.
* Work closely with key faculties, SLT and pastoral staff to identify specific concerns and gaps in learning for identified students.
* Develop resources and deliver interventions for individuals and small groups of students, including before and after school sessions.
* Record and track progress of individual students, analysing data to demonstrate impact.
* Where appropriate, ensure specific Educational, Health and Care Plan (EHCP) and individual educational plans (IEP) are embedded with high quality provision within the mainstream plus curriculum.
* Support students during extra-curricular activities, on visits and out of school activities as required.
* Develop knowledge of curriculum content in order to provide effective support for students.
* Liaise with parents/carers of identified students, ensuring effective partnerships with home to maximise learning, engagement and attendance.
* Work with Learning Support, other professionals and specialists with the supervision of SEND/SEMH students.
* Work with students who present with emotionally based school avoidance to allow them to progress back to mainstream lessons and access learning.
* Develop students’ independence through the use of assistive technology.
* Deliver alternative qualifications such as Entry level or ASDAN courses.
* To support transition arrangements of vulnerable learners entering/leaving the school/provision.
* To become familiar with the range of activities, courses, opportunities, organisations and individuals which could promote extra support for children. This will include activities at times beyond the normal teaching day, e.g., lunch times, after school clubs.
* Build relationships with all students and follow the Behaviour Policy to ensure high standards of behaviour.

**RK People responsibilities:*** Contribute to the overall aims and values of our Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required.
* Comply with all Trust policies and procedures including child protection, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person.
* Contribute to ensuring safeguarding procedures are in place and used effectively at all times.

The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in the job profile but which is in line with the general scope, grade and responsibilities of the role. |
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| **PEOPLE PROFILE** |
| **Aptitudes and Characteristics** | **Essential** | **Desirable** |
| Ability to relate well to children and adults  | \* |  |
| Highly effective communication skills | \* |  |
| Ability to work within and contribute to an effective team | \* |  |
| Good organisational skills, high levels of self-motivation and able to take the initiative | \* |  |
| Energy, self-confidence and ability to ‘give more’ when the occasion demands it | \* |  |
| Ability to work under pressure and to meet deadlines | \* |  |
| **Qualifications, Knowledge and Experience** | **Essential** | **Desirable** |
| Experience of working with young people and challenging behaviours | \* |  |
| Teaching qualifications such PGCE or HLTA |  | \* |
| Experience teaching in a secondary school  |  | \* |
| Highly competent using ICT such as MS office |  | \* |
| Proven data analysis experience  |  | \* |
| Strong numeracy and literacy skills  | \* |  |
| Knowledge of strategies relating to intervention to support learning and positive behaviour | \* |  |
| Excellent knowledge relating to monitoring and evaluating student performance |  | \* |
| Understanding of best practice in raising student attainment | \* |  |
| **Safeguarding and Promoting the Welfare of Students** | **Essential** | **Desirable** |
| An appropriate motivation to work with children and young people | \* |  |
| Ability to maintain appropriate relationships and personal boundaries with children and young people | **\*** |  |
| Emotional resilience in working with challenging behaviours and appropriate attitudes to the use of authority and maintaining discipline | **\*** |  |