



Learning Mentor/Higher Level Teaching Assistant (HLTA)

Salary: £19169 - £20436 point 8 – point 12 (depending on experience)

Working Hours: 32.50 Term Time Only

Contract type: Permanent

Reporting to: Headteacher

We wish to appoint an outstanding Learning Mentor/Higher Level Teaching Assistant to start on 6th January 2025. The successful candidate will be enthusiastic, highly motivated and demonstrate a passion for teaching and learning. We would welcome applications from candidates with experience of a range of SEN/complex needs and an ability to promote our inclusive ethos and positive behaviour through everything that they do.

King's Sutton Primary Academy is part of the Prime7 Multi Academy Trust and is a popular, friendly and lively small village school (NOR 92, with a growing Autism Resource Base). The school prides itself on its positive learning atmosphere and children who are enthusiastic about learning. If recruited, your employment contract will be with Prime7 MAT.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Therefore, the successful candidate would need to undergo a DBS check and be committed to the safeguarding of children.

King's Sutton Primary Academy is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

The new role will begin on 6th January 2025 and is on a permanent basis. The closing date for applications is **Tuesday 3rd December at 9am** and interviews dates to be advised.

For further information, please visit [Job Opportunities | King's Sutton Primary Academy \(kingssuttonpa.co.uk\)](https://www.kingsuttonpa.co.uk) If you wish to find out more about the role, please contact Laura Wade – Headteacher at head@kspa.prime7.org.uk or call 01295 811289. Visits to the school are welcomed and we look forward to showing you around our school.

How to Apply

To apply for this position, please complete the Trust Application Form which can be found on the above link and submit, together with a letter of application. Please return by email to Lisa Macdonald admin@prime7.org.uk

Job Description

Job Purpose:

Under the guidance and supervision of senior staff:

1. To provide a complementary service to that provided by teachers and pastoral staff in order to address the needs of pupils, who need help and support to overcome barriers to learning, both inside and outside school to achieve to their full potential.
2. To contribute to raising standards of attainment, improving attendance, reducing exclusions and maintaining good standards of behaviour.
3. On behalf of the school, to help manage and organise the work of Attendance, Play Provision and Early Help.
4. Work with class teachers to raise the learning and attainment of pupils
5. Promote pupils' independence, self-esteem and social inclusion.
6. Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement.
7. To provide teaching cover for classes for part of the timetabled sessions.

Key Responsibilities:

1. Pupil Support:

- Provide one-on-one mentoring and group sessions to support pupils identified as needing additional help.
- Develop individualised action plans for pupils with specific needs, including those experiencing emotional, social, or behavioural challenges.
- Monitor and evaluate the progress of pupils, offering encouragement and guidance to foster positive changes.

2. Academic Mentoring:

- Work with pupils to develop effective learning habits, such as time management, goal setting, and study skills.
- Collaborate with teaching staff to support adapted learning and to implement strategies that help pupils access the curriculum.

3. Behavioural and Emotional Support:

- Support children with behaviour management strategies, promoting positive behaviours and improving self-discipline.
- Provide a safe space for children to express their concerns and discuss any issues impacting their school experience.
- Help pupils develop coping mechanisms and resilience, equipping them with skills to handle stress and anxiety.

4. Class Teaching Cover Supervisor

- As part of the Higher Level Teaching assistant role, to use teachers planning or plan from a scheme of work, the teaching for classes across the school. This may be for regular teacher PPA cover or due to staff absence for some of the timetable.
- To engage with support provided by teachers and senior leaders for development of planning and teaching and learning strategies to implement with pupils.

5. Parental and Family Engagement:

- Build positive relationships with parents and carers to ensure a holistic approach to pupil support.
- Communicate regularly with parents to discuss progress, set targets, and provide updates on the support provided.
- Offer guidance and signpost families to external support services when necessary.

6. Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Supervise a class if the teacher is temporarily unavailable
- Undertake any other relevant duties given by the class teacher
- To cover and lead class teaching (under supervision) as and when appropriate

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons

7. **Collaboration with Staff:**

- Liaise with class teachers, SENCO, and senior leaders to identify pupils needing additional support and to share progress updates.
- Participate in multi-agency meetings, contributing to discussions about pupil progress and welfare.
- Work with external agencies (e.g., educational psychologists, social services) to provide comprehensive support for pupils.

8. **Administrative Duties:**

- Maintain accurate records of all interactions with pupils, parents, and other stakeholders.
- Track the impact of interventions using data and report findings to senior leadership.
- Assist with the development of policies and initiatives related to pupil well-being and support.

9. **Health and safety**

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Look after children who are upset or have had accidents

10. **Professional development**

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

11. **Other areas of responsibility**

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies

- Promote the safeguarding of all pupils in the school
- The HTLA/Learning Mentor will be required to follow school policies and the staff code of conduct.
- Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the learning Mentor/HLTA will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Person Specification:

Essential:

- Experience working with children, preferably in a primary school setting.
- Strong communication and interpersonal skills, with the ability to build positive relationships with pupils, parents, and staff.
- Empathy, patience, and a non-judgmental attitude.
- Knowledge of child development and strategies to support emotional and behavioural needs.
- Ability to work independently and as part of a team.
- Good organisational skills and the ability to maintain detailed records.
- GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths
- First-aid training, or willingness to complete it
- Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held)

Desirable:

- DSL trained
- Relevant qualifications, such as a Level 3 Diploma in Learning Support or equivalent.
- Experience working with children with special educational needs (SEN) or behavioural challenges.
- Familiarity with safeguarding policies and procedures.
- Previous experience in a mentoring, coaching, or pastoral care role.
- Experience planning and delivering learning activities
- Experience of planning and leading teaching and learning activities (under supervision)

Skills and Knowledge

- Good literacy and numeracy skills
- Good organisational skills
- Ability to build effective working relationships with pupils and adults
- Skills and expertise in understanding the needs of all pupils
- Knowledge of how to help adapt and deliver support to meet individual needs
- Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils
- Excellent verbal communication skills
- Active listening skills
- The ability to remain calm in stressful situations
- Knowledge of guidance and requirements around safeguarding children
- Good ICT skills, particularly using ICT to support learning
- Understanding of roles and responsibilities within the classroom and whole school context
- Understanding of effective teaching methods
- Knowledge of how to successfully lead learning activities for a group or class of children
- Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
- Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice

Personal Qualities

- Enjoyment of working with children
- Sensitivity and understanding, to help build good relationships with pupils
- A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding pupil's wellbeing and equality
- Resilient, positive, forward looking and enthusiastic about making a difference
- Capacity to inspire, motivate and challenge children and young people

Safeguarding:

The successful candidate will be required to undergo an enhanced DBS check. King's Sutton Primary Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.