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| **Post title:** | Learning Mentor |
| **Salary and grade:** | Grade: Band F, SCP 12-17  Band F, SCP 12-17 £28,598-31,022  (Actual Salary £24,748 - £26,845) |
| **FTE:** | 37 hours per week  Term Time only |
| **Line manager/s:** | Hub Co-ordinator / Senior Leadership Team |



# Main purpose of the job:

To support all children at PennineView@McAuley to thrive in a small purposeful, therapeutic unit with access to mainstream lessons. As the learning mentor for this centre you will ensure that you support our shared vision, ethos and strategic plan that supports all our children. You will work with small groups providing SEMH support and interventions for all our pupils, you will play a key role in supporting families and working with our external agencies to ensure the safety of our learners is paramount. You will be inspirational to the team, children and families

**General Responsibilities:**

**Main Duties and Responsibilities include:**

* You will be attuned to the needs of the students and be positive in approach, have a great sense of humour and be able to re-connect after crisis behaviours, you will believe that all children can make great progress with the right support in the right setting
* Work under the Hub Co-ordinator to ensure the needs of the children are at the centre of everything we do. To work with identified individuals and groups of students to support them in providing the skills to support self-regulation
* You will deliver targeted support and interventions to students with Social, Emotional, Behavioral and Mental Health needs (SEMH), along with emerging neuro-diverse conditions in accordance with their EHCP.
* Provide support and guidance to teachers to ensure that students with Social, Emotional, behavioral and Mental Health needs, learn effectively and make good progress, this will include classroom support, 1.1 interventions and additional planning meetings.
* You will be based at PennineView@McAuley but will undertake home visits to build relationships with families to provide holistic approaches with outstanding wrap around care.
* You will carry out SEMH assessments that will identify students in need of specialist pastoral and learning interventions and undertake a range of activities that provide for their personal development and learning needs in a therapeutic non-punitive way.
* Communicate effectively with social care to ensure that children with additional support plans such as CIN and CP are managed appropriately, you will also liase with colleagues internally and within in the wider trust to ensure solutions are proactive and supportive.
* You will work with both the Hub Co-ordinator and the class teacher to ensure the curriculum offer and support packages are meeting the children’s needs.

**SEMH Support:**

* To design and deliver targeted interventions; one to one or in small groups to students with SEND/SEMH in a therapeutic non-judgmental way.
* Build positive relationships with all children and families and find- focus on the positive behaviors to enable progress.
* To mentor students with a range of neuro-diverse conditions that present in behavioral, social and emotional needs (SEMH).
* To work with teachers to assess the needs of individual students with SEND/SEMH.
* To fully understand the specific learning needs of students as stated within the EHCP.
* To work with class teachers to differentiate and resource lessons that ensure that effective learning takes place for all students, ensuring there are alternative strategies.
* To work with and support the families of these students having both positive and challenging conversations.
* To work with the Hub Co-ordinator , teachers and TAs to develop one-page profiles, personalised learning plans and pastoral support plans.
* To observe, monitor and assess students and feedback to staff.
* To support the learning of individuals and groups of students in lessons to ensure that all students, including those with SEMH, make progress during the lesson.
* To support students in the acquisition and development of learning dispositions and positive character traits.
* To support and manage with after school activities such as home visits, offsite activities and intervention groups.
* Support students consistently whilst recognising and responding to their individual needs.
* Encourage students to interact and work cooperatively with others and engage all students in activities.
* Promote independence and employ strategies to recognise and reward achievement of self-reliance.

**Monitoring and Evaluation:**

* To contribute to the writing of One Page Profiles and Annual reviews for students with SEND/Additional Needs and to evaluate students’ progress towards meeting their targets.
* Under the guidance of the Hub Co-ordinator take responsibility for the writing of pastoral support plans and behaviour plans for students and to evaluate students’ progress towards meeting their targets.
* To maintain regular and productive communication with parents/carers, and to report on progress and achievements.
* To establish constructive relationships with other agencies/professionals, in liaison with the SENCO and Strategic SEMH Lead.
* Leading and supporting a team of mainstream staff through social profiling and deliver this to other staff.

**Support for Pupils**

* Monitor and evaluate pupils’ responses to learning activities through a range of assessments and monitoring strategies against pre-determined learning objectives
* Assess, record and report on development, progress and attainment in SEMH
* Liaise with staff and other relevant professionals and provide information about pupils as appropriate
* Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils’ learning
* Develop and implement Individual Development Plans for pupils (such as Individual Educational Plans), including attendance at, and contribution to, reviews
* Work within the established non-punitive relational policies to anticipate and manage behaviour constructively, promoting self-esteem and appropriate responses
* Provide specialist key worker support to students if required
* Attend to the pupils’ personal needs and implement related personal programmes including social, health, physical, hygiene.
* Supervise and provide support for pupils, ensuring their safety and access to learning.
* Assist with the development and implementation of Individual Education Plans and behaviour plans.
* Establish attuned relationships with pupils and interact with them according to their individual needs.
* Promote the inclusion and acceptance of all pupils.
* Encourage pupils to interact with others and engage in activities led by the Class Teacher.

* Set challenging and realistic expectations and promote self-esteem and independence.
* Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher.

**Support for Teacher**

* Provide support and guidance to classroom support staff
* Use teaching and learning objectives to plan, evaluate and adjust lessons/work plans as appropriate within agreed systems of supervision
* Support and maintain a purposeful, supportive environment, in accordance with lesson plans and assist with the display of pupils’ work.
* Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
* Support pupils to transition between sites
* Provide regular and detailed feedback to teachers on pupils’ achievement and progress.
* Promote positive relationships between the cohort, dealing promptly with issues and in line with the relational policy and encourage pupils to reflect.
* Establish constructive relationships with parents and carers.
* Provide clerical and administration support e.g. photocopying, typing, filing, collecting money.

**Support for the Curriculum**

* Deliver assigned programmes of 1.1 SEMH support and interventions to individuals, small groups and/or classes modifying and adapting activities as necessary under the overall direction and supervision of a teacher.
* Use Boxall profile and attachment frameworks to support personal development and growth for children.
* Undertake structured and agreed learning activities and teaching programmes, adjusting activities according to pupil responses.
* Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy interventions are of primary importance.
* Prepare, maintain and use equipment and resources required to meet the lesson plans and relevant learning activity and assist pupils in their use.

**Support for the School**

* Support the role of parents / carers in pupils’ learning and contribute to meetings with parents / carers to provide constructive feedback on pupil progress/achievement etc
* Support the role of parents / carers in pupils’ learning and contribute to leading meetings with parents / carers to provide constructive feedback on pupil progress/achievement etc

* Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
* Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
* Contribute to the overall ethos, work and aims of the school.
* Appreciate and support the role of other professionals.
* Attend and participate in relevant meetings as required.
* Participate in training and other learning activities and performance development as required.
* Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
* Willingness to undertake Key Working training and responsibilities associated with this role if required
* Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

**Other Duties**

* Other such reasonable duties as determined and delegated by the Hub Co-ordinator, Headteacher or Nexus MAT CEO consistent with the grade of the post and the experience of the Post holder
* To have professional regard for the ethos, policies and practices of the school in which you support, and maintain high standards in your own attendance and punctuality.

**Equal opportunities**

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

**Health and safety**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

**Safeguarding**

Nexus Multi Academy Trust School 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 | Desirable |
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| **Qualifications, Skills & Knowledge** | Relevant Level 3 qualification **Or**  Evidence of the equivalent level of knowledge gained through work experience | |  |  |
| Knowledge and experience of planning, preparing, delivering and evaluating learning activities | | • |  |
| Experience of assessing pupil progress and reporting on development and attainment | | • |  |
| Experience of providing support and guidance to other teaching support staff and ability to supervise staff | | • |  |
| **Experience** | Experience of working with children and young people with Special Educational Needs and Disabilities | |  | • |
| Experience of working with national curriculum and other strategies in a school environment | |  | • |
| **Thinking Ability** | A passion for working with children and young people with Special Educational Needs | | • |  |
| Hold high expectations for children and young people’s learning and achievement | | • |  |
| An understanding of relevant policies and awareness of relevant legislation | | • |  |
| An understanding of national and foundation stage curriculums and accreditation | | • |  |
| An understanding of child development | | • |  |
| An understanding of Individual Education Plans | | • |  |
| Ability to review learning needs and actively seek learning opportunities | | • |  |
| The capacity to use ICT to improve the quality of provision | |  | • |
| Awareness of the need to maintain confidentiality | | • |  |
| **Personal Effectiveness** | Good communication skills | | • |  |
| Good interpersonal skills | | • |  |
| A team player with a collaborative approach | | • |  |
| Ability to manage own time, prioritise tasks and proven organisational skills | | • |  |
| Positive, ambitious and forward looking | | • |  |
| Resilient and easily adaptable to change | | • |  |
| Honesty and integrity | | • |  |
| Passionate and enthusiastic about making a difference | | • |  |
| Child-centred and committed to achieving the best outcomes for pupils | | • |  |
| Ability to work with children and young people that present challenging behaviour | | • |  |
| Ability to form respectful and trusting relationships with a range of people including parents and carers | | • |  |
| Capacity to motivate, inspire and challenge children, young people, self and others | | • |  |
| **General** | The flexibility to meet the full range of job requirements | | • |  |
| A commitment to safeguarding and promoting the welfare of children and young people | | • |  |
| Commitment to the school’s aims and values | | • |  |
| Demonstrate a firm commitment to the concept of Multi-Academy Trust and desire to see the Trust flourish and expand in a sustainable manner | | • |  |
| An understanding of and commitment to equal opportunities | | • |  |
| No serious health problems that will likely impair or impact on job performance. | | • |  |
| Good attendance record in current employment (not including absences resulting from a disability) | | • |  |
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