



JOB DESCRIPTION

Job Title:	Senior Learning Mentor
Salary:	TPAT Point 8
Responsible to:	Headteacher, SLT, Teaching Staff & SENCO
Direct Supervisory Responsibility for:	None
Important Functional Relationships: Internal/External:	TPAT, Local Governing Body, Teachers, Support Staff, Students, Parents/Carers, Governors, External Professional Bodies & Visitors

Main Purpose of the Job:

Act as a Learning Champion across the secondary school to provide enhanced support for students with additional needs.

Support the SENCOs and Assistant SENCO to provide targeted learning support, mental health and well-being support in the Harbour to students via individual and small group sessions.

Support students and the professional work of teachers in delivering learning within the classroom.

Provide complementary service to that provided by teachers and pastoral staff to address the needs of students who need help and support to overcome barriers to learning, both inside and outside school, to achieve their full potential.

Understand the barriers to education that students face and be able to think and work creatively to implement support and strategies aimed at removing those barriers for individual students and groups, particularly those with ADHD, social & emotional mental health (SEMH) / interaction and communication needs, other SEND, those from disadvantaged backgrounds, those who are "looked after" by the LA and those able and gifted students who experience difficulties.

This job description is not intended to be a complete list of duties and responsibilities but indicates the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the service. The post holder will undertake any other duties at the request of the SENCO, appropriate to the grade of this post.

Main Duties and Responsibilities:

Senior Learning Mentor

- Support the SENCOs and Assistant SENCO to provide targeted support to students around their additional needs, mental health and well-being.
- Model and promote inclusive practice in conjunction with the school's ethos.
- Coordinate and deliver individual and small group support sessions in the Harbour to identified students.
- Work with the SENCOs and Assistant SENCO to review students and support planning.

- Contribute to assessments to determine impact of interventions and better understand student need.
- Support the pastoral and behaviour teams around providing support and guidance for students with special educational needs and to support the SENCOs to make reasonable adjustments for sanctions being put in place.
- Where needed, to work with external professionals and key stakeholders to form a support team around students with special educational needs.
- Provide support and guidance for staff around students with special educational needs.

Learning Champion

- Act as the champion for all special educational needs at Mullion School for students, parents and staff.
- Model and promote inclusive practice in conjunction with the school's ethos.
- Lead on the understanding and support of students with special educational needs, deliver specialist interventions with individual / small groups of students and delivering training and information to staff.
- Support students in their enjoyment of school, ability to manage the demands of secondary education and success at school whilst fostering a sense of belonging.
- Provide support for parents of children with special educational needs via informal support and small group meetings.
- Work with external professionals and key stakeholders such as the Local Authority Neurodiversity Team & CAMHS Assessment Team to support students and maximise inclusivity in school.
- Support staff with managing and supporting students with special educational needs and maximising neuro affirming language and practices.
- Support students with special educational needs to understand their areas of strength and share areas of challenge along with support via peer mentoring.
- Work with the SENCOs to complete referrals and school reports such as the neurodevelopmental profiling tool.
- Mentor students around the findings of reports such as their Neurodiversity Profile tool results to enable students to feel part of the referral process and understand their strengths and challenges.
- Support students with special educational needs to self-advocate and work towards independence.

Support for Students

- Develop positive one to one mentoring relationship with students identified as needing support.
- Supervise and provide support for students, ensuring their safety and access to learning activities.
- Assist with the development and implementation of Individual Learning / Behaviour Plans and Personal Care programmes, including social, health, physical, hygiene, first aid and welfare matters.
- To be aware of students' individual SEN Learning Plans, risk assessments and management plans and to contribute to their development and carry them out appropriately.
- Establish constructive relationships with students, acting as a role model and being aware of and responding / interacting appropriately to individual needs.
- Promote inclusion and acceptance of all students.
- Encourage students to interact with others and engage in activities led by the teacher.
- Set appropriate expectations dependent on each student and promote self-awareness and independence.
- Provide feedback to students in relation to progress and achievement under the guidance of the teacher and relevant to the targeted learning or behaviour progress desired.
- Support students to reintegrate into school, following a period of absence / school avoidance.

- Establish and maintain home / school liaison with the families and carers of students receiving support to keep them informed about student needs and progress, and to secure positive family and carer involvement and support.
- Promote the efficient and effective transfer of student information at points of transition and support students during transition in line with policy and practice.
- Deal with situations calmly and efficiently.

Support for Teachers

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of students' work.
- Use strategies, in liaison with the teacher, to support students to achieve learning goals.
- Be aware of student challenges / progress / achievements and report to the teacher as agreed.
- Monitor students' responses to learning activities and accurately record achievement / progress as directed. Provide regular feedback to teachers on students' achievement, progress, problems etc. Mark, assess and review student's work and progress as directed.
- Prepare information and data for reports on students including the neurodevelopmental profiling tool.
- Undertake accurate student record keeping and information gathering as requested.
- Support the teacher in managing student behaviour, reporting difficulties as appropriate. Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- Establish constructive relationships with parents / carers and other key stakeholders. Gather / report information from / to parents / carers and other key stakeholders as directed.
- Administer / invigilate routine tests and undertake routine marking of students' work.
- Provide admin support e.g. photocopying, typing, filing, collection of monies, collating home schoolbook / letters information etc.
- To meet with teachers, co-ordinators and SENCOs on a regular basis to review the provision of teaching support, discuss any updates in the curriculum / teaching activities and to consider the progress of individual students (including identification of any special support).

Support for the Curriculum

- Undertake structured and agreed learning activities / teaching programmes, adjusting activities according to student responses in the moment.
- Be aware of the content of teaching plans prepared by the class teacher in order to support learning within the class. To contribute to the general planning process.
- Undertake programmes linked to local and national learning strategies as directed by the teacher (eg literacy, numeracy) and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Under direction from the SENCOs, carry out interventions related to external professionals (eg SALT, OT, CAMHS), recording achievement and progress and feeding back to staff.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Prepare, maintain and use equipment / resources required to meet the lesson plans / relevant learning activity and assist students in their use. Within an activity, adapt the resources, activity or environment to meet the needs of a student or group of students in that moment or under guidance from the class teacher when appropriate.
- Under supervision of the teacher, to lead the learning of groups and / or individual students.

- Plan for the needs of individuals and groups of students with a range special educational need.
- Be confident to work independently to model strategies and give advice to support children and young people with special educational needs.
- To demonstrate understanding of a variety of teaching and learning strategies.
- To participate in meetings at the school which relate to the curriculum, behaviour, and the organisation and administration of the school.
- Network with learning mentors in similar supportive roles in other schools to ensure identification and dissemination of best practice.
- Be able to work under pressure and be able to plan and prioritise own workload and be able to manage conflicting demands.
- Ability to handle difficult situations with sensitivity, confidentiality and discretion always, combined with a calm and kind personality, a practical approach and sound judgement.
- Ability to be a good role model to students and to demonstrate and promote positive values, attitudes and behaviour.

Support for the School

- Assist with the supervision of students out of lesson times, including before and after school and at lunchtimes.
- Accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group or individual students under the supervision of the teacher.

General Responsibilities applicable to all staff

- Always demonstrate and promote the values of Truro and Penwith Academy Trust.
- Contribute to the overall ethos and aims of the school.
- Always follow and adhere to all agreed Child Protection and Safeguarding policies and procedures.
- Make a positive impact on our students' lives and contribute to shaping a brighter future.
- Play a full part in the life of the school community and support its vision and ethos to encourage all staff and students to follow this example.
- Work effectively with other members of staff to meet the needs of students, prioritising students' needs.
- Act as a role model and set high expectations of conduct and behaviour.
- Appreciate and support the role of other professionals.
- Always have a clear sight of how this role impacts on the school's students.
- Work with professionalism in line with the Trust's Code of Conduct.
- Be aware of and always comply with all policies and procedures, especially those relating to child protection, health, safety and security, confidentiality, data protection and copyright, reporting all concerns to line manager.
- Always be a positive influence on the climate and culture of the school and a positive role model.
- Model good management practice across the Trust.
- Be aware of and support difference, ensuring equal opportunities for all.
- Actively promote the safety and welfare of our children and young people.
- Administer basic first aid and assist in the dispensing of medically prescribed controlled drugs in line with school procedures (only if trained to do so); recording on SafeSmart as required.
- Attend liaison events and effectively promote the school at open days/evenings and other events.
- Act as a Trust team member and provide support and cover for other staff where needs arise, inclusive of work at other sites within a reasonable travel distance.

- Be aware of and comply with all School and Trust policies and procedures.
- Undertake mandatory training, professional development, learning activities and appraisal procedures as appropriate.
- Attend and participate in relevant meetings and Trust based INSET as required.
- Responsible for your own self-development on a continuous basis; taking responsibility for your own CPD.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Always maintain the utmost confidentiality with regards to all reports, records, personal data relating to staff and students and other information of a sensitive nature acquired while undertaking duties for the Trust, with due regard to General Data Protection Regulations.
- Carry out any other reasonable instructions commensurate with the post to support the work of the Trust and its Academies.

Job Description

This job description is illustrative of the general nature and level of responsibility of the work to be undertaken commensurate with the grade. It is not a comprehensive list of all the responsibilities, duties and tasks relating to the post. This job description does not form part of your contract of employment.

The post-holder may be required to undertake such work as may be determined by their line manager from time to time, up to or at a level consistent with the main responsibilities of the job.

This job description may be amended at any time in consultation with the post-holder.

Special Conditions of Employment

Truro and Penwith Academy Trust is committed to safeguarding and promoting the welfare of children and young people, ensuring a culture of valuing diversity, and ensuring equality of opportunities, and expects all staff and volunteers to share this commitment. The post-holder is required to follow all the Trust's policies and procedures in relation to safeguarding at all times, and to adhere to the statutory guidance 'Keeping Children Safe in Education'. The post-holder must take appropriate action if they have concerns, or are made aware of the concerns of others, regarding the safety or well-being of children or young people.

All offers of employment are conditional and are subject to satisfactory pre-employment checks including receipt of original qualification documents, two satisfactory references, health screening, proof of eligibility to work in the UK, Childcare Disqualification check, a Disclosure and Barring Service (DBS) check and online searches.

PERSON SPECIFICATION – Senior Learning Mentor & ADHD Champion

Person Specification	Essential	Desirable	Recruiting Method
Education and Training	<p>Attainment of GCSEs grade C or above in English & Maths (or able to demonstrate equivalent numeracy/literacy skills to a level 2 standard of education)</p> <p>Working towards Level 3 NVQ or Level 3 Diploma in specialist support for teaching and learning or equivalent experience</p> <p>ICT skills appropriate to the role</p> <p>Training in behaviour management techniques or willingness to learn</p>	<p>NVQ3 in a relevant area – ASD, ADHD, SEMH, learning mentor, HLTA or equivalent qualification or experience</p> <p>Training in the relevant strategies or curriculum areas</p> <p>Proven track record of raising educational standards</p>	<p>Application</p> <p>Certificates</p>

	Experience of implementing and delivering a range of intervention programmes with individual students, small groups and whole classes	Level 3 Safeguarding Training Student behaviour management training First Aid Training	
Skills and Experience	<p>Experience of delivering a range of interventions to improve students' outcomes</p> <p>Experience of working with young people with special educational needs difficulties</p> <p>At least two years' experience of working with young people as a learning mentor or other education / youth / social work background</p> <p>Experience of working with families</p> <p>Understanding of principles of child development and learning processes</p> <p>Skilled in developing & maintaining good relationships with young people & adults</p> <p>Communicate clearly in speech & writing</p> <p>Effective and efficient organisation, administrative skills & time management</p> <p>Committed to continual personal and professional development</p>	<p>Relevant experience to include providing specialist support within certain areas of the curriculum or with specialist student groups</p> <p>Experience of supporting children with Special Education Needs</p> <p>Knowledge of specific curricular areas of key stages</p> <p>Experience of delivering training</p> <p>Understanding of relevant policies/code of practice and awareness of relevant legislation</p>	Application Interview Assessment
Specialist Knowledge and Skills	<p>A commitment to maximising the academic, personal, social and emotional development of all students</p> <p>Leading by example with strong professional standards</p> <p>Willing to work within organisational procedures, processes and to meet required standards for the role</p> <p>Be resilient and demonstrate an ability to work well under pressure</p> <p>Able to adopt a flexible working practice</p> <p>Excellent record of attendance and punctuality</p> <p>Champion for children</p> <p>Enthusiastic, approachable with excellent interpersonal skills</p>	<p>Awareness of the SEN Code of Practice and guidance on meeting SEN</p> <p>Practical skills relating to planning & utilising individual learning programmes</p> <p>Experience of providing exam dispensation, appropriate testing and support</p> <p>TIS training (or similar)</p>	Application Interview Assessment

	<p>Clear understanding of inclusion</p> <p>Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people</p> <p>Committed to promoting equality of opportunity and inclusion</p>		
Behaviours and Values	<p>Self-motivated and able to work constructively as part of a team and as a leader</p> <p>Able to adapt approach to suit circumstances and audience</p> <p>Adopt a reflective approach towards professional decision making</p> <p>Ability to relate well to children and adults and to inspire others to excel</p> <p>A desire to facilitate achievement</p> <p>Ability to work to deadlines and methodical approach to work</p> <p>Ability to thrive under pressure</p> <p>Deeply committed to equality of opportunity, British Values and diversity</p> <p>Caring, child centred</p>		<p>Application Interview Assessment</p>