

Learning Mentor

Division / Function : Schools

Reports to : HLTA

Why

Job summary:

The people we work with want to be supported to do the things they want to do; This role provides this support. Either by working as part of a team or on a one to one basis, the post holder supports the individual with autism to live the life they choose.

You will be working with children with autism aged 4-19.

What

Principal accountabilities

- Provide the highest level care to children and young people with autism attending the school
- Carry out small group and individual learning activities under the direction of the team leader
- Have specific responsibility for supporting the learning and development of up to six named pupils as their key worker
- Provide support for individual learners in a range of environments to enable them to participate fully in activities
- Assist in the development and implementation of Individual Education Programmes for learners and help to monitor their progress
- Maintain challenging and high expectations and promote self-esteem and independence
- Contribute to maintaining and evaluating records of learners' progress
- Implement strategies and support learners to develop their social skills, confidence and self esteem
- Contribute to the development and implementation of learners' inclusion plans
- Contribute to the development and implementation of behaviour support plans
- Attend staff and team meetings
- Contribute to the school's enrichment and extended education programme, including breakfast club, after school and lunchtime activities
- Contribute to curriculum planning
- Use ICT to support delivery of learning activities
- To support the class team in the management and preparation of resources and displays
- Work cooperatively and collaboratively with parents and other professionals
- Support learners to identify and resolve a range of issues that create barriers to their learning
- Co-ordinate and organise pupils attending extra-curricular activities/work experience or other out of school activities under the guidance of the class teacher
- Manage your own professional development through undertaking relevant training and sharing best practice with peers

	• Be aware of and comply with all policies and procedures, including safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person • Contribute to the overall ethos/work/aims of the school • Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation • Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the School's Health and Safety policy. Job Descriptions only reflect 80% of a role, and are not an exhaustive list of duties. You are expected to carry out other activities that are within the scope of the role.
Competencies	I am committed to making a difference I commit to NAS aims, objectives and values. I display a positive approach in the way I work and contribute to the wider needs of the organisation and its stakeholders either directly or indirectly. At work I overcome difficulties, setbacks and pressure, to get things done because I understand the impact of autism. I recognise and encourage commitment in others.
	I maximise quality of life for the people we support I work with key people to protect and further the interests of individuals with autism. I engage and facilitate people with autism to enhance and promote their independence and quality of life. I use SPELL consistently to create structure, predictability and bring about positive engagement. Using a person centred approach and appropriate communication; I create positive experiences, opportunities for individuals to develop.
	I gather and share knowledge I seek and use information, knowledge and experience and create opportunities to share this with others. I look for new developments and keep up to date with issues which impact my work. I interpret, distil and disseminate information, in and outside the NAS, for the benefit of people with autism and other stakeholders. I manage and protect others' personal information professionally.
	I communicate effectively I use appropriate methods, styles and language to communicate to different audiences. I communicate succinctly using clear language. I listen and take account of others' views and needs. I show understanding and use logic to communicate. I check that others have received and understood the intended message.
	I adapt to changing priorities I adopt a flexible, proactive approach to get the job done. I am responsive to change and recognise when tasks are urgent and/or important, taking appropriate action. I prioritise activities and know when to say 'no'. I deal positively with last minute changes and interruptions. I look for practical solutions and know when to find different ways to achieve an objective.
	I achieve professional standards I comply with legislation, regulatory standards, NAS policies and procedures and quality standards. I know where to find copies and where to get advice on them. I work in a systematic, organised and methodical way. I accurately record, monitor and use data in accordance with laid down policies and procedures. I use my time and resources safely and efficiently.
	I cooperate with others to work safely I understand the health and safety risks associated with my job and work responsibly with others to reduce them. I have a positive attitude to safety that causes me to care about the wellbeing of others as well as myself

Person specification	Criteria which will be used in shortlisting and selecting candidates: <u>Skills/ Abilities</u> • Minimum of 3 GCSEs (A*-C), or equivalent, including English Language and Mathematics. NVQ 2 for Teaching Assistants (or demonstrate equivalent knowledge, skills and experience); • To have enthusiasm and a positive attitude towards supporting people with autism to lead independent and fulfilling lives • Ability to communicate effectively and sensitively with different people using a variety of appropriate methods, including a good standard of written and spoken English • Ability to report and record accurately • Ability to form and maintain effective working relationships as part of a team • Ability to work using own initiative where required • Ability to be patient, caring and sensitive • Ability to be flexible and adapt to the changing needs and wants of individuals we support • Able to work in challenging situations • Ability to liaise and work closely with other professionals • A commitment to equal opportunities and anti-discriminatory practice <u>Knowledge</u> • An interest in and a basic understanding of autism • An understanding of the principles of Health and Safety • An awareness of vulnerable adults and young people's safeguarding issues and legislation (desirable) • A commitment to equality and inclusion <u>Experience</u> • Previous experience of supporting/caring for others in a voluntary or paid capacity • Experience of working with people with autistic spectrum disorders (desirable)										
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