

JOB DESCRIPTION

Job Title:	Learning Mentor (Special School)
Grade:	8
Salary:	SCP 28 – SCP 33
Conditions of Service:	Support Staff Contract of Employment
Responsible to:	Principal

Statement of Purpose

- The postholder will support the work of a qualified teacher and, under an agreed system of supervision, have responsibility for agreed learning activities, to include addressing the needs of pupils who need particular help to overcome barriers to learning.
- This involves working in conjunction with the teacher to prepare curriculum content to work with one or more class teachers and take some classes. This would also include monitoring, assessing, recording and reporting on pupil development, progress and attainment.
- The postholder will be a member of a multi-disciplinary team and will work under the leadership of a qualified teacher to the class or group. H/she will operate with a high level of delegated authority under an agreed system of supervision.

(Under the Education (Specified Work and Registration) Regulations 2003 and its accompanying guidance, each class or group for timetabled core and foundation subjects and R.E. must be assigned a qualified teacher to teach them.)

Support for Pupils

Under the direction of a qualified teacher:

- Support pupils' learning in a range of classroom settings, including working with individuals, groups and whole classes (where the assigned teacher is not present) using detailed knowledge, experience, specialist skills and training.
- Provide pastoral support to pupils within the school environment.
- Establish productive working relationships with pupils acting as a role model and setting high expectations.
- Develop and implement pupil's Individual Education/Behaviour/Support/Mentoring Plans and review progress.
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.
- Attend to pupils' personal needs and provide advice to assist in their social, health and hygiene development on a daily basis.
- Care for pupils who are critically or terminally ill.
- Undertake the comprehensive assessment of pupils to determine those in need of

particular help.

- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils and those with additional needs.
- Use specialist knowledge/experience to provide appropriate support to pupils in relation to their individual needs (e.g. daily exercise programme).
- Provide feedback to pupils and teachers in relation to progress, achievement, behaviour, attendance etc.

Support for the Teacher

- Organise and manage appropriate learning environment and resources.
- Under an agreed system of supervision, plan and prepare teaching and learning objectives, adjusting activities/work plans as appropriate.
- Undertake more complex marking of planned work.
- Monitor and evaluate pupil responses to learning activities using a range of assessment and monitoring strategies against pre-determined learning objectives.
- Within the schools discipline policy, apply behaviour management strategies and techniques to manage behaviour constructively and contribute to purposeful learning environment.
- Co-ordinate and organise pupils attending extra curricular activities/work experience or other out of school activities (see footnote 1).
- Invigilate exams/tests within the school environment.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Provide objective and accurate feedback and reports as required, to other staff on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence (e.g. Headteacher).

Support for the Curriculum

Under the direction of a qualified teacher:

- Deliver learning activities to pupils within an agreed system of supervision, adjusting activities according to pupil responses/needs.
- Contribute to curriculum planning, evaluation and implementation.
- Use ICT effectively to support learning activities.
- Contribute to development of school policies and procedures by participation in working groups.
- The development, preparation and dissemination of appropriate materials.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be involved in and contribute to whole school policy development.
- Assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required.¹

- Participate in training and other learning activities and performance development as required (see footnote 1).
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.

Note

The job holder will be expected to undertake any other duties which are not specifically listed but are within the remit, responsibility and accountability of the job.

Person Specification

Minimum Criteria for Two Ticks *	Criteria	Measured by APP/I/ASS
	Experience <ul style="list-style-type: none"> Three years experience of working to support children's learning, gained in a relevant environment. Experience of working with pupils with additional needs. 	APP/I
	Qualifications/Training <ul style="list-style-type: none"> Meet HLTA standards or equivalent qualification and experience. Excellent numeracy/literacy skills equivalent to NVQ Level 2 in English and Maths or recognised equivalent. NVQ Level 4 or recognised equivalent qualification. Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area such as bilingual, sign language, dyslexia, ICT, CACHE, etc. 	APP/I
	Knowledge/Skills <ul style="list-style-type: none"> Full working knowledge of relevant policies/codes of practice including school performance management policies. A good understanding of curriculum matters and to be able to contribute effectively to curriculum development and delivery. In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years. Understanding of principles of child development and learning processes and in particular, barriers to learning. Ability to plan effective actions for pupils at risk of underachieving. Have experience of, or demonstrate the ability to manage a team, including the monitoring, evaluation and prioritisation of others' work. Have experience of, or demonstrate the ability to develop, implement and deliver training programmes for other staff. Effective use of ICT to support learning. Use of other equipment technology – video, photocopier. Well-developed interpersonal skills to be able to relate well to a wide range of people. Excellent communication skills. 	APP/I
	Behavioural Attributes <ul style="list-style-type: none"> Customer focused. Has a professional and respectful approach, which demonstrates support and shows mutual respect. 	APP / I

	<ul style="list-style-type: none"> • Can demonstrate active listening skills. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders. • Demonstrates a positive attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Is enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 	
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MEASURED BY KEY:

APP = Application form ASS = Assessment activities I = Formal interview

In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

HH 12/02/2021

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.