



Job Description and Personal Specification

Learning mentor and TA Pastoral Lead

Job details

Salary: £21,968 - £24,054 FTE Grade 6 Sp 6-11

Hours: 30 (Term time only)

Contract type: Permanent

Reporting to: Head of School

Responsible for: Pastoral Teaching assistants

Main purpose

The role involves working with a high degree of independence and needs someone who is able to act with initiative and knowledge to offer in the moment support for pupils and staff as well as identifying at a more strategic level actions to be taken to address the needs of those pupils in the academy who are facing difficulties in school because of issues related to social, emotional, personal, behavioural problems or other factors. The role also involves helping pupils overcome their barriers to learning and fully engage with lessons to become more effective learners, and to improve academic and pastoral progress. It is a front facing role involving directly working with pupils and colleagues throughout the academy. For pupils it is offering direct support where needed to enable them to access learning as much as possible and develop social skills to be able to enjoy and benefit from this side of school life. For colleagues you would offer direct support where needed in managing challenging behaviours but also provide professional development to empower them in their roles, improving their practice and providing an element of supervision.

Duties and responsibilities

Teaching and learning

- Promote consistently high expectations of all pupils and make sure they are making good progress by providing targeted academic and pastoral support
- Identify pupils or groups of pupils who are facing learning difficulties, and put initiatives in place to address the barriers to learning they're experiencing providing information regarding these actions and their impact.
- Promote and support inclusion for all pupils including those with SEN, EAL or with a physical disability
- Develop individual and group mentoring programmes, creating space for pupils to receive academic and personal support from you, colleagues and peers
- Role model good levels of literacy and numeracy, and encourage improvement in these areas among pupils who are struggling
- Develop action plans for pupils facing particular difficulties. Consult with the SENco, SLT and other relevant professionals regarding the implementation of these plans and work with colleague/parents/carers to put them in place.

- Where appropriate, visit pupils at home to discuss issues and plan next steps (this would be with another colleague for safeguarding purposes)
- Provide a safe base for pupils to de-escalate, get ready to learn or learn during the academy day

Behaviour and safeguarding

- Work with parents, carers, pupils, and colleagues to create open discussions about pupils' needs, the academy's expectations and what appropriate support looks like
- Work with pupils to demonstrate and encourage good behaviour in line with the school's behaviour policy
- Support the physical and emotional wellbeing of pupils, encouraging confidence and self-esteem through listening to them, and through individual and group support
- Follow all relevant legislation, guidance, and procedures regarding child protection, safeguarding, and health and safety
- Support the attendance and punctuality of all pupils, and work with the attendance officer to improve attendance rates where issues are identified, recognising how this links to pupils' wellbeing
- Work collaboratively with appropriate external agencies to support pupils' development and progress
- Provide a space for pupils at break and lunchtimes to undertake restorative conversations and activities when needed

Curriculum and leadership

- Demonstrate enthusiasm for learning and improving skills, and model this to all pupils and colleagues
- Engage with colleagues and academy leadership to put whole-academy strategies in place to support the learning of all pupils
- Liaise with families and develop good relationships with parents/carers, becoming a recognisable and approachable contact within the academy
- Where appropriate, take part in attendance management meetings, reintegration meetings and pupil planning meetings and be involved in communicating with parents/carers
- Take part in line management within academy training and developing support staff in achieving goals as part of continuing professional development
- Report to the senior leadership team on pupil progress
- Maintain accurate and up-to-date records and prepare written evaluations and reports as required

Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • GCSE or equivalent level, including at least a Grade C in English and maths • Level 3 qualification in Supporting Teaching and Learning or Learning Mentor apprenticeship or equivalent • A valid UK driving license • Desirable would be any further training related to programmes to support pupils with social, emotional, and behavioural difficulties e.g. "Build to Express, Talking and Drawing Therapy, ELSA qualification etc

Experience	<ul style="list-style-type: none"> • Working with children of primary age, and managing situations relating to challenging behaviour • Understanding of attachment and trauma related difficulties • Assessing pupils' needs and barriers to learning • Delivering programmes with pupils with challenging behaviour, including one-to-one, small group and whole-class activities • Coaching and advising colleagues on suitable behaviour interventions • Working closely with families/carers, including carrying out paired home visits • Working collaboratively with outside agencies and participating in meetings
Skills and knowledge	<ul style="list-style-type: none"> • Strong listening skills and proven ability to deal with sensitive situations with integrity • Proven ability to communicate effectively with adults and children, including through written and verbal communication • Proven ability to create good relationships with pupils, colleague, and parents • A well-developed understanding of strategies to manage and support young people with challenging behaviour in a school environment • Proven ability to tailor interventions to individual pupils • Excellent understanding of safeguarding policies and procedures and their role in child protection • Proven ability to be flexible to changing workload demands and new challenges • Ability to use IT systems and to conduct analysis and produce reports
Personal qualities	<ul style="list-style-type: none"> • Willingness to provide the best possible opportunities for all pupils • Ability to relate to young people and act as a positive role model • Well-developed sense of empathy • Organised, proactive and self-motivated • Good time management skills • Commitment to upholding and promoting the ethos and values of the school • Ability to work collaboratively • Ability to work well under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding, equality, diversity, and inclusion

Notes:

The current main duties and responsibilities of this post are outlined in this job description. The list is not intended to be exhaustive.

It is the practice of the St Chad's Academies Trust to review job descriptions annually to ensure that they relate to the role as then being performed or to incorporate whatever reasonable changes that have occurred over time or are being proposed. This review will be conducted by the Trust in consultation with the post-holder before any changes are implemented. The post-holder is expected to participate fully in such discussions and implementation.

There will be a six-month probationary period on commencement of the role and annual performance management and appraisal setting, where the post-holder is expected to participate fully.

An online search will be undertaken of shortlisted candidates. This search does not form part of the shortlisting process and you will have the chance to discuss any issues of concern that come up during the search at interview.

Any successful candidate will, prior to commencing in role, complete an enhanced DBS check. You will also be required to provide evidence of your right to work in the UK at interview (you will be sent a list of documentation required).