

Role Profile: Learning Support Mentor CHES

Salary:

Reporting to: Principal/ Assistant Head of School

Responsible for: n/a

Important Functional Relationships:

Internal - Staff within Wave Multi Academy Trust

External - Principals and other school-based staff; Pupils and their Parents/Carers; FE Colleges and other Outside Providers; Other outside agencies, both statutory and non-statutory

Our Values:

- **Teamwork**

We recognise that when we work together effectively we are stronger and more consistent.

- **Empathy**

Consider the consequences of my decisions, large and small on those around me.

- **Inclusivity**

Everybody is treated fairly and equally no one is marginalised or left behind.

- **Respect**

We will ensure that we have due regard for the feelings, wishes, or rights of others in every action we take.

- **Positive**

It is our intention to stay constructive, optimistic and confident both for and with our young people and their families.

We believe that the values that we embody in Wave MAT empower young people to succeed, these are the values we are looking for when we seek new staff.

Main purpose of the Role:

To assist the delivery of outstanding lessons, leading to significant progression and attainment for all pupils. To actively implement the school's behaviour policy and systems in order to assist the delivery of outstanding education to our pupils.

Duties and Responsibilities

Teaching and learning

Under the direction of the Teacher ensure that support is provided to pupils through a carefully structured learning environment. This may include:

- Encouraging language development.
- Supporting the development of skills.
- Supporting all aspects of learning.
- Supporting the emotional development of children.
- Undertaking practical activities e.g. baking, play, art.
- Supporting with reading, writing and other aspects of the learning process
- Conducting tasks planned and monitored by the Teacher.
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase participation and achievement of all pupils
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Use effective behaviour management strategies consistently in line with the Academy's policy and procedures
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- In collaboration with the Class Teacher, organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher
- Supervise a class if the teacher is temporarily unavailable Where applicable, use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher, or Senior Leadership Team
- Encourage appropriate social behaviour during Academy hours both in and out of Academy and cater for the general welfare of children.
- Accompany children on educational visits under the direction of the Teacher.
- Make, devise and maintain equipment as required, ensuring that the classroom is kept in a clean and tidy condition.
- Support pupils into lessons at the start of the day and provide emotional support during the school day.

- Communicate with parents around meetings and any difficulties that may arise in the school day.
- Complete home visits to support pupils to be able to attend the centre.
- Support teaching staff and break and lunchtimes.

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Understand the cohort and plan accordingly
- Prepare the classroom for lessons

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher/ SLT
- Communicate their knowledge and understanding of pupils to other Academy staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the Academy
- Develop effective professional relationships with colleagues
- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Report behaviour or change to behaviour to SLT and teaching staff

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the Academy's Five Year Plan, policies, practices and procedures, so as to support the Trust's values and vision
- Make a positive contribution to the wider life and ethos of the Academy

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our Academy's child protection policy
- For lone working, ensure that you have read the appropriate policy
- Keep yourself safe

Professional development

- Help keep own knowledge and understanding relevant and up to date by reflecting on own practice, liaising with Academy leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the Academy
- Take part in the Academy's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside Academy
- Have proper and professional regard for the ethos, policies and practices of the Academy, and maintain high standards of attendance and punctuality
- Demonstrate Wave's Values, to develop and sustain effective relationships with the school community

Respect individual differences and cultural diversity. The Learning Support Mentor will be required to safeguard and promote the welfare of children and young people and follow Trust policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Principal, SLT or line manager.

To be aware of and adhere to applicable rules, regulations, legislation and procedures including the Academy's Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection).

This job description does not form part of the contract of employment. It describes the way in which the post holder is expected and required to perform and complete the particular duties as set out above and will be reviewed on an annual basis (or as need arises) and following consultation with you, may be changed to reflect changes in the job

Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE
Relevant Experience	• Substantial experience in mainstream/special school. • Evidence of an ability to develop and maintain relationships with stakeholders built on honesty and integrity. • Display Personal and Interpersonal development and team-working skills. • Provide support and leadership to children on educational visits. • Pro-actively plan, organise and manage workload. • Display reflective practice and reflexivity. • Display knowledge and understanding of appropriate use of ICT in an education setting. • Display regular evidence of initiative taking. • Display robust self-management skills with regard to problem solving. • Experience of working with disaffected children either in a special or main-stream setting;	• Experience in SEN/ pupils with medical needs.
Education & Training	• 5 GCSE to include English and Maths or equivalent • Level 2 Certificate in Supporting Teaching and Learning in Schools, or similar	• Further qualification relevant to post
Special Knowledge & Skills	• Robust self-management skill. • Proven ability to successfully teach a range of subjects at different key stages. • Proven ability to lead on a core subject area;	
Any Additional Factors	• Regular access to a car. • Current driving licence. • Motor insurance certificate with Business use. • Strong team player	