



Brighton & Hove

JOB DESCRIPTION

JOB TITLE: Outdoor Learning Mentor – Level D

SECTION: Schools

Please note; this is a National Generic Job Description. It describes the level of responsibility that you will be required to undertake. Within this role you will be required to carry out the majority of the tasks listed, and your line manager will advise you of those that are not applicable.

Text in bold font indicates the key level responsibilities for this role.

I. PURPOSE OF JOB

Under an agreed system of supervision, take a lead role within the school to address the needs of pupils who need particular help to overcome barriers to learning

2. PRINCIPAL ACCOUNTABILITIES

Support for the Pupils

- **Take a lead role in managing and delivering** pastoral support to pupils
- **Manage the supervision** of 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
- **Undertake** comprehensive assessment of pupils to determine those in need of particular help
- Assist the teacher with the development and implementation of Individual Education / Behaviour / Support / Mentoring plans
- **Take a lead role** in the provision of support for pupils with special needs
- Establish productive working relationships with pupils, acting as a role model
- **Arrange and develop** 1:1 mentoring arrangements with pupils and provide support for distressed pupils
- **Take a lead role** in managing the speedy / effective transfer of pupils across phases / integration of those who have been absent
- Provide information and advice to enable pupils to make choices about their own learning / behaviour / attendance

- Challenge and motivate pupils, promote and reinforce self-esteem
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance, etc.

Support for the Teacher

- **Manage** liaison with feeder schools and other relevant bodies to gather pupil information
- Support pupils access to learning using appropriate strategies, resources, etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording
- 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
- **Manage record keeping systems and processes**
- **Take a lead role** in the development and implementation of appropriate behaviour management strategies
- 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
- **Take a lead role** in the development, implementation and monitoring of systems relating to attendance and integration, e.g. registration, truancy, pastoral systems, etc.
- Provide administrative support e.g. dealing with correspondence, compilation / analysis / reporting on attendance, exclusions, making phone calls, etc.

Support for the Curriculum

- Implement agreed learning activities / teaching programmes, adjusting according to pupil responses / needs
- **Actively seek information regarding, and utilise,** the range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils

Support for the School

- **Comply with and 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
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos / work / aims of the school

- Establish constructive relationships and communicate with other agencies / professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- **Be responsible for the provision of** out of school learning activities within guidelines established by the school
- **Contribute to the identification and execution** of appropriate out of school learning activities which consolidate and extend work carried out in class

Line Mgt. Responsibilities where appropriate

- **Manage other teaching assistants**
- **Liaise between managers / teaching staff and teaching assistants**
- **Hold regular meetings with managed staff**
- **Represent teaching assistants at teaching staff / management / other appropriate meetings**
- **Undertake recruitment / induction / appraisal / training / mentoring for other teaching assistants**

The list of duties in the job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

Your duties will be as set out in the above job description but please note that the Council reserves the right to update your job description, from time to time, to reflect changes in, or to, your job.

You will be consulted about any proposed changes.

PERSON SPECIFICATION

POST TITLE: Teaching Assistant – Behaviour, Guidance, Support - Level D

CRITERIA

ESSENTIAL CRITERIA

**Job Related
Education and
Qualifications
and Knowledge**

- **Meet Higher Level Teaching Assistant standards or equivalent qualification or experience**
- **Excellent numeracy / literacy skills - equivalent to NVQ level 2 in English and Maths**
- Full working knowledge of relevant policies / codes of practice / legislation
- Working knowledge of national curriculum and other relevant learning programmes
- Understanding of principles of child development and learning processes and in particular, barriers to learning
- Understanding of the range of support services / providers

Experience

- Experience of working with children of relevant age
- Experience of working with pupils with additional needs

Skills/Abilities

- **Excellent** numeracy / literacy skills
- Ability to plan effective actions for pupils at risk of underachieving
- Ability to self-evaluate learning needs and actively seek learning opportunities
- Ability to relate well to children and adults
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these

Equalities

- To be able to demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the Council's Equalities Policy.