



# Pioneer Academies Community Trust (PACT)

## Job Description

**ACADEMY: PARKSIDE PRIMARY ACADEMY part of (PACT)**

<b>JOB TITLE: SEND Learning Support Mentor</b>	
<b>JOB REFERENCE NO:</b>	<b>GRADE: Grade 4</b>

<b>RESPONSIBLE TO:</b>	<b>The Headteacher, working under the instruction / guidance of teaching staff</b>
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<b>EMPLOYEE SUPERVISION:</b>	
<b>DATE AGREED:</b>	<b>BY WHOM:</b>

### **Purpose of the Job:**

The SEND Learning Support Mentor's main role is to provide support for pupils with SEND including those with an Educational Health Care Plan. The LSM will provide support and guidance to children by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve their potential.

The SEND Learning Support Mentor will work as part of a wider team of SEND Learning Support Mentors with pupils of all ages, specifically in the Academy Nurture Class and also across school within Early Years.

Duties will include running specific programmes and activities to assist the pupil's individual learning and social, communication and interaction needs. The SEND LSM will be responsible for implementing the targets on the pupils' School Focused Plan/EHCP in liaison with the class teacher/SENDSCO.

### **Key Areas:**

Supporting Pupils

Supporting the class teacher/SENDSCO

Supporting the school

### **Duties and Responsibilities:**

#### **Supporting pupils:**

- To provide learning support for pupils in either 1:1 or small groups.
- To develop knowledge of the particular needs of the child and seek advice from SENDSCO as required.
- Contribute to the identification of existing and potential barriers to learning and progress and provide appropriate support to overcome them.
- Attend to pupils' personal needs and provide advice to assist in their social care, health and

hygiene development.

- Develop mentoring relationships which motivate, challenge and empower children to learn.
- Work with the young person on specific aspects of need through a range of strategies and structured interventions.
- Monitor the progress of individual children and young people against mutually agreed objectives at regular intervals.
- To establish and maintain regular contact with parents and/or carers; to keep parents and/or carer informed of the individual pupil's needs and progress and to secure positive family support and involvement.
- To establish, maintain and further develop an on-going 1:1 or small group relationship with pupils needing support towards achieving targets set out in their School Focused Plan/EHCP.
- To contribute to specific behaviour management of pupils making reasonable adjustments in order to meet need.
- Facilitate inclusion in small group activities with peers and support interaction between them.
- To attend in service training and relevant meetings relevant to the post in order to keep up to date with developments in working with children with special educational needs.
- Provide support and facilitate interaction with peers in the classroom and around school.

## **2. Supporting the SENDCO and class teacher :-**

- To work as part of the team to ensure that the wellbeing and personal development of the pupil enhances their learning opportunities and life skills.
- To attend planning meetings with the SENDCO/Class teacher to develop strategies to promote learning ,behaviour and communication skills.
- To provide regular feedback to the SENDCO/class teacher about the pupil's difficulties and progress.
- To oversee the planning, organisation and provision of appropriate activities to promote individualised learning opportunities and observing and assessing children regularly.
- Monitor pupils' responses to activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers on pupil achievements and progress towards meeting the targets outlined in their School Focused Plan/EHCP
- Promote good pupil behaviour and ensure the health and safety at all times, dealing promptly with conflict and incidents in line with established policy
- Timely and accurate preparation and use of specialist equipment/resources/ materials as required to support pupils to access learning.
- Provide advice and information as required, including dealing with parents and reporting any safeguarding incidents or concerns in line with policies and procedures

## **3. Supporting the School:**

- To work closely with colleagues to identify pupils who would benefit most from targeted support and deliver activities with targets tailored to the needs of each pupil.
- Contribute to the identification of the support needs of individual children at the point of transfer between the different phases of their education and learning.
- Assist in the identification of those children and young people at risk of early exclusion from mainstream provision, and assist in the development of programmes which promote social inclusion.
- Communicate effectively with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Work closely with a variety of internal and external stakeholders including managers, employees, specialist professionals, children, parents, carers and partnership agencies to ensure delivery of effective services and maintenance of communication links.
- Attend and participate in training and other learning activities and performance development as

required.

- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group.
- To lead playtime and lunchtime support sessions for pupils with SEND.
- To establish, maintain and further develop an on-going 1:1 or small group relationship with pupils needing support towards achieving targets set out in their School Focused Plan/EHCP
- To contribute to specific behaviour management of pupils making reasonable adjustments where necessary
- Contribute to overall community ethos/work/aims of the school.
- To participate in relevant professional development as deemed appropriate for the needs of the child.
- To understand and apply the school policies on learning and behaviour, and the statutory guidelines relating to disability discrimination and special educational needs.
- To maintain confidentiality and sensitivity to the pupil's needs but have regard to the safeguarding procedures of the school

**Date Job Description Revised:**

**By whom:**

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## Person Specifications

When filling in the application form please demonstrate with clear, concise examples how you meet the requirements of the post. You will be assessed in relation to the *Essential and Minor* criteria. Please bear in mind that you must possess the Essential Criteria on day 1 to be able to do the job. If there are large numbers of applicants for the post then all of the criteria will be used for shortlisting. Under the Disability Discrimination Act, we recognise and welcome our responsibility to remove any barriers in our recruitment and selection process. We have tried to assess this in our Job Description and Employee Specification, however if you feel that there are barriers, please tell us in the application form. As part of the DDA we are committed to making reasonable adjustments, wherever possible and it would help us to know your needs in order to do this.

<b>Post Title:</b> <b>SEND Learning support assistant</b>		<b>Academy:</b>	<b>Grade: 4</b>	
Criteria No	Attributes	Criteria	How Identified	Rank
1.	<b>Experience</b>	Recent relevant experience	A/I	Essential
2.		Experience working with children of relevant age	A/I	Essential
		Experience working with children of relevant age in Early Years Foundation Stage	A/I	Essential
3.		Experience in specific area in a learning environment	A/I	Essential
4.		Experience of working with pupils with additional needs	A/I	Essential
5.		Supervisory experience	A/I	Desirable
6.	<b>Education and Training Attainments</b>	Numeracy/ literacy skills	A/I	Essential
7.		2 GCSEs at grade A to C in English and Maths or equivalent and level 3 certificate or equivalent (e.g. NVQ level 3)	A/I	Essential
8.		Training in the relevant strategies e.g. literacy and /or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc.	A/I	Essential
9.		Appropriate first aid training Specific training in specialist area	A/I	Desirable

10.	<b>General and Special Knowledge</b>	Effective use of ICT and other specialist equipment/ resources	A/I	Essential
11.		Use of other equipment technology – video / photocopier	A/I	Essential
12.		Knowledge of child development as well as up to date knowledge of good practice in early years' education and childcare	A/I	Desirable
13.		Full working knowledge of relevant policies/ codes of practice and awareness of relevant legislation	A/I	Desirable
14.		Working knowledge of national/ foundation stage curriculum and other relevant learning programmes/ strategies	A/I	Desirable
15.		Understanding of principles of child development and learning processes	A/I	Desirable
16.		Ability to plan effective actions for pupils at risk of underachieving	A/I	Desirable
17.		Ability to observe and record children's progress using appropriate Early Years/Engagement model assessment tools	A/I	Desirable
18.	<b>Skills &amp; Attributes</b>	Ability to self-evaluate learning needs and actively seek learning opportunities	A/I	Essential
19.		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	A/I	Essential
20.		Ability to work as part of a team	A/I	Essential
21.		Understanding of principles of child development and learning processes and in particular, barriers to learning	A/I	Essential
22.		Ability to be flexible and take the initiative.	A/I	Essential
23.		Full understanding of the range of support services/ providers	A/I	Essential
24.	<b>Additional factors</b>	Demonstrate a commitment to Equal Opportunities	A/I	Essential

25.		To comply with all PACT policies adopted by the Local Governing Body for example, Health and Safety, Equal Opportunities and data protection.	A/I	Essential
26.		Ability to identify own training and development needs willingness to address this.	A/I	Essential