



Exmouth  
Community  
College  
Academy Trust

Job Pack

# Senior Learning Mentor

## Literacy Specialist

Permanent

NJC Grade D (SCP 7 to 12)

**Closing Date:** 4<sup>th</sup> November 2024 at 10am

**Interview Date:** 8<sup>th</sup> November 2024

Exmouth Community College, Gipsy Lane, Exmouth, Devon. EX8 3AF

[www.exmouthcollege.devon.sch.uk](http://www.exmouthcollege.devon.sch.uk)

Headteacher: Tom W. Inman BSc, PGCE, NPQH, MTeach

# Job Description

<b>Title:</b>	Senior Learning Mentor – Literacy Specialist
<b>Contract Type:</b>	Permanent
<b>Start Date:</b>	ASAP
<b>Grade:</b>	NJC Grade D (SCP 7 to 12)
<b>Salary:</b>	£16,436 – actual starting salary per annum Annual progression to top of the Grade D (£17,875 actual salary per annum)
<b>Hours:</b>	30 hours per week x 38 weeks of the year (term time only) Monday to Friday 8:25am – 3.00pm (includes a daily 30 minute unpaid break)
<b>Reporting to:</b>	Lead Teacher for KS3 Transition Group
<b>Responsibility for:</b>	Supporting a developing team of literacy intervention specialists

## Introduction to the Learning Support Team

The Learning Support department has a team of Learning Mentors, supporting students across the Curriculum. The team is managed by Assistant SENDCOs, with smaller groups being managed on a day-to-day basis by Senior Learning Mentors.

The Literacy Specialist will be a key role in supporting the next phase of the school's literacy development plan. We know that reading is linked to the success of young people not solely in terms of school attainment, it is also something that continues to shape outcomes long after the child has left school. As such, we want to equip all of our students with the best possible chance of success, by creating a system of intervention that enables all students to develop into confident and fluent readers. The Literacy Specialist role is pivotal to this aim; the role will oversee a programme of reading intervention -primarily phonics and fluency - which will respond to, and nurture, the reading needs of all students identified as requiring individual support.

## Purpose of the Job

The Literacy Specialist will contribute towards improving reading levels across the school by planning, monitoring and implementing interventions across both KS3 and KS4. The interventions will primarily be based around phonics and fluency development, with the role implementing diagnostic screening of students to identify and monitor their individual reading need.

The Literacy Specialist role will also be responsible for overseeing the reading interventions carried out by a small team of Learning Mentors running literacy interventions.

## Key Responsibilities

To work under guidance to support access to learning by:

- To implement, and monitor, literacy interventions for identified students using programs such as Lexia and Rapid plus
- Implement diagnostic testing in order to identify students' reading need
- Timetable student interventions and communicate the programme to the relevant staff members

- Maintain data records to ensure individual student progress can be monitored
- Attend ongoing training to ensure best practice, including updating knowledge of phonics and fluency interventions
- Plan and monitor the interventions implemented by the literacy intervention assistants
- To liaise with SEND colleagues, teaching staff and pastoral team members to ensure the needs of each student are understood and can be met
- Adhere to deadlines for reports, assessments and other key data to ensure the intervention programme runs with cohesion and clear communication for all stakeholders
- Uphold strong literacy skills within all communications and all interactions with students
- Communicate with parents to signpost resources and facilities which can be used to support reading development outside of school
- Ensure that any supporting resources are stocked and monitored

## **Duties**

### **Support teachers by:**

- Planning and developing literacy interventions and support where needed.
- Monitoring and evaluating pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Providing objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Having responsibility for keeping and updating records as agreed with the lead teacher, contributing to the reviews of systems/records as requested.
- Promoting positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with College policy and encouraging pupils to take responsibility for their own behaviour.
- Liaising sensitively and effectively with parents/carers as agreed with the teacher/senior staff and participating in feedback sessions/meetings with parents.
- Invigilating, administering and assessing routine tests/exams.

### **Supporting students by:**

- Supervising and providing support for students, including those with SEND, ensuring their safety and access to learning.
- Establishing good relationships with students, acting as a role model and being aware of and responding appropriately to individual needs.
- Promoting the inclusion and acceptance of all students.
- Encouraging students to interact with others and to engage in activities led by the teacher.
- Promote students to act independently.

### **Support the curriculum by:**

- Implementing agreed learning activities, adjusting activities according to pupils' responses/needs.
- Implementing local and national learning strategies
- Supporting the use of ICT in learning activities and developing pupils' competence and independence in its use.
- Helping pupils to access learning activities through specialist support.
- Determining the need for, preparation of and maintenance of general and specialist equipment and resources.

### **Support the College by:**

- Recognising own strengths and areas of expertise and using these to advise and support others.
- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person.
- Ensuring all students have equal access to opportunities to learn and develop.
- Contributing to the overall ethos/work/aims of the College.
- Appreciating and supporting the role of other professionals.
- Attending and participating in regular meetings as required, including leading meetings for smaller groups of Learning Mentors.
- Participating in training and other learning activities and performance development as required.

- Accompanying teaching staff and students on visits, trips and out of college activities as required.

## **Personal Development:**

- Develop self and others through the participation in the school's continual professional development programme
- Continual development of awareness of best practice on reading interventions

Any other duties commensurate as a whole school Learning Mentor with the grading of the post as may be required.

## **Working Conditions**

The College is located on a large, split-site. Walking between classrooms in all weather conditions is required.

## **Physical Demands**

Light – Involves walking or standing to a significant degree, exerting negligible amount of force to move objects.

## **Additional Criteria**

We have an expectation that all staff employed at Exmouth Community College will:

- Commit to the safeguarding and welfare of all students
- Understand and recognise the principles of equality and diversity
- Commit to regular and on-going professional development and high standards
- Demonstrate and promote good practice in line with the ethos of the College

# Person Specification

Attributes will be assessed via the application, certificate, interview, assessment, observation and references

Attributes	Essential	Desirable
<b>Qualifications</b>		
GCSE English and Maths at Grade C/ Level 2 qualification or above, or equivalent training / experience	✓	
Teaching Assistant qualification e.g. Supporting Teaching and Learning in Schools Certificate		✓
Evidence of relevant Continuing Professional Development		✓
<b>Experience</b>		
Working with or caring for children aged 11 - 19	✓	
Proven experience of working with or caring for students with SEND		✓
Use of Lexia, Reading Fluency, Rapid Plus and/or other literacy intervention programmes		✓
<b>Skills and Knowledge</b>		
Organised, able to prioritise workload and meet deadlines whilst maintaining accuracy under pressure	✓	
Capacity to take responsibility, use initiative, work independently and demonstrate a proactive approach	✓	
Ability to adopt a variety of leadership and management styles		✓
Ability to work actively, productively and flexibly as part of a team	✓	
Confident user of ICT, including Microsoft Office packages	✓	
Ability to use technology to a basic level - e.g. Computer, photocopier etc	✓	
Excellent written skills and ability to communicate effectively with people at all levels in a professional and sensitive manner	✓	
Awareness and understanding of data protection and confidentiality	✓	
Use of SIMs (training will be provided)		✓
Understanding of classroom roles and responsibilities and to understand own position within these	✓	
<b>Personal Qualities</b>		
Ability to relate well to children, young people and adults	✓	
Proactively generates positive working relationships	✓	
Adaptable, flexible and creative	✓	
Enthusiastic and motivated	✓	
Problem solver, analytic and strategic thinker	✓	