Senior Learning Mentor

Transition Support

Permanent

NJC Grade D (SCP 7 to 12)

Closing Date: 28th November 2024 at 10am

Interview Date: Week commencing 9th December 2024

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

www.exmouthcollege.devon.sch.uk

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

Job Description

Title: Senior Learning Mentor – Transition Support

Contract Type: Permanent

Start Date: ASAP

Grade: NJC Grade D (SCP 7 to 12)

Salary: £17,308 – actual starting salary per annum
                          Annual progression to top of the Grade D (£18,747 actual salary per annum)

Hours: 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)

Reporting to: Lead Teacher for KS3 Transition Group

Responsibility for: Supporting students who have transitioned from primary school with weak literacy skills.
                          Helping the lead teacher implement literacy interventions to support weak readers.

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 Transition Learning Mentor 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 Transition Learning Mentor 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 Transition Learning Mentor will contribute towards supporting a vulnerable group of learners. A key focus will be helping to improve reading levels by delivering and monitoring literacy interventions. The interventions will primarily be based around phonics and fluency development, using a computer based diagnostic screening program to identify levels and support literacy development.

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
- Delivery timetabled student interventions and communicate the programme outcomes
- 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
- Support colleagues to run small intervention groups themselves
- To liaise with SEND colleagues, teaching staff and pastoral team members to ensure the needs of each student are understood
- 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:
- Implementing 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
Qualifications		
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		✔
Experience		
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		✔
Skills and Knowledge		
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	✔	
Personal Qualities		
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	✔	