

JOB DESCRIPTION

Specialist Learning Mentor (Autism Resource Base Primary Age Range)

Job Title:	Specialist Learning Mentor
Grade:	Level 6 SCP 13 – 20
Contract:	Permanent, Term Time plus Inset Days
Hours:	35.75 hours per week Monday to Thursday, 8.15 am to 4.00 pm Friday 8.15 am to 3.30 pm
Responsible to:	Provision Manager
Liaison With:	Specialist Class Teacher

KEY ROLE:

This role is central to delivering the highest quality provision for some of our students who join our new Autism Resource Base at Thorpedene Primary School, requiring a skilled person to support the students to access a personalised curriculum. The role will involve working with these students within the Resource Base and accessing mainstream education whilst developing their social skills. The postholder will help these students to develop their confidence to thrive in school.

MAIN DUTIES AND RESPONSIBILITIES

- To share in the collective responsibility for the well-being, development, and positive behaviour of all children, promoting an environment where every child feels valued and supported.
- To work with the Specialist Teacher to support learning for the pupils within the Autism Resource Base (ARB) and the wider school.
- To aid assessment, then report and record on development, progress and attainment as agreed with the teacher.
- To assist with the planning and delivery of the daily timetables of the pupils, supporting the individual needs and stages of development.
- To support pupils with their individual needs, beyond the curriculum, as they arise in the school
- To ensure there is an understanding of the specific needs of pupils that are in the ARB where appropriate
- To implement appropriate strategies, support or interventions for pupils with SEMH needs
- To attend to pupils' personal needs, including help with social, welfare and health matters including minor first aid

- To assist pupils at the start and end of day, during breaks and lunchtimes around the school as required

Learning Mentor Duties

- To support pupils within the ARB with managing their behaviour, safeguarding their health, safety, and well-being both on school premises and during authorised activities elsewhere.
- To support inclusive practice, aiding pupils with SEND to have access to a tailored curriculum that maximises achievement and minimises inequality.
- To act as a role model by demonstrating and promoting high standards of professional practice and inclusive teaching strategies tailored to the needs of pupils with autism and SEND.
- To support record-keeping procedures in the ARB and help to effectively monitor and report on pupils' attainment, progress, and development.
- To collaborate with the ARB staff to ensure the specific needs of all pupils within the ARB are met through appropriate interventions, strategies, and support.
- To prepare and maintain engaging classroom environments, including displays that reflect and support the learning and development of ARB pupils.
- To build and sustain positive relationships with parents and carers.
- To participate in professional development activities, staying informed of current good practice in SEND and autism education through reading, attending courses, evaluating resources, and sharing knowledge with colleagues.

General

- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- To deal with correspondence promptly and as required.
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace.
- To ensure that all Trust policies and procedures are followed.
- To ensure that all duties and services provided are in accordance with the Trust's Equality, Diversity and Inclusion Policy and practices in respect of both employment issues and the delivery of services to the community.
- To ensure that all duties and services provided are in accordance with the Trust's Data Protection Policy and practices and reporting to the DPO any concerns or requests.
- To undertake any training commensurate to the post and attend relevant meetings as required by the Trust.

The Trust Board is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher/Chief Executive Officer to carry out appropriate duties within the context of the job, skills and grade at any site within the Trust.

Person Specification

	Essential	Desirable
Qualifications and experience		
Learning Mentor Qualification	✓	✓
Experience of working in a school setting with a range of ages	✓	✓
Experience of working in a Learning Mentor role		✓
Evidence of ongoing professional development		✓
Willingness and desire to undertake further professional development and training	✓	
Knowledge and skills		
Ability to prioritise work effectively	✓	
Ability to work effectively and manage workload to meet deadlines	✓	
Ability to work as part of a team	✓	
Experience of working in schools and supporting learning	✓	
Relevant experience working with students with autism or learning disabilities	✓	
The ability to promote good progress and outcomes by pupils	✓	
The ability to manage behaviour effectively to ensure a good and safe learning environment	✓	
Ability to build positive relationships with pupils, parents/carers and external agencies to support children and their families	✓	
Having extensive knowledge and well-informed understanding of a range of learning, teaching, and behaviour management strategies	✓	
A creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified	✓	
A commitment to equal opportunities and inclusion	✓	
Personal qualities		
Excellent interpersonal skills with the ability to maintain strict confidentiality	✓	
Initiative and ability to prioritise own work and that of others to meet deadlines	✓	
Proactive approach to work, being responsive		
Able to follow direction and work in collaboration with the leadership and Resource Base team	✓	
Able to work flexibly, adopt a hands-on approach and respond to unplanned situations	✓	
Ability to evaluate own development needs and those of others and to address them	✓	
Commitment to the highest standards of child protection and safeguarding	✓	
Recognition of the importance of personal responsibility for health and safety	✓	
Commitment to the Trust's ethos, aims and whole community.	✓	