

JOB DESCRIPTION AND PERSONAL SPECIFICATION



SCHOOL:	The Workplace, Alternative Provision Free School
DEPARTMENT:	Educational Support
POSITION:	Teaching Assistant 3 - Mentor
EMPLOYMENT TYPE:	Support
SCALE ALLOWANCE:	Single Status Grade 4
HOURS PER WEEK:	32.5 hours per week
WEEKS WORKED PER YEAR:	39 weeks worked per year
WEEKS PAID PER YEAR:	46 weeks paid per year
CONTRACT TYPE:	Term Time Only – Permanent
RESPONSIBLE TO:	Pastoral Lead

MAIN PURPOSE OF THE JOB

- To directly support and monitor the progress of a caseload of up to 12-14 pupils during vocational and core provision
- To work directly with pupils in class to support engagement in core and vocational settings
- To ensure all pupils make adequate progress in relation to their attendance, attainment and engagement from baseline, through direct in class support
- To support timetabled lessons through mentoring/in-class assistance and be part of the teaching team when directed by:
 - a. Cover lessons when required
 - b. Organise and safely manage learning activities, the physical teaching space and resources for cover lessons

Main Functions

1. To support and mentor a caseload of up to 12-14 pupils with challenging behaviour to access core and vocational provision at the main site, ensuring day-to-day and logistical issues are addressed to promote excellent progress in attendance and attainment.
2. To establish positive mentoring relationships with pupils, demonstrating exemplar communication skills and encouraging pupils to interact with each other in a manner appropriate for a work simulated environment.
3. To work in partnership with the Pastoral Lead, Instructors and Mentors towards an agreed set of outcomes and targets for each pupil (attendance, attainment, subject specific progress etc.).

4. To support individual pupils in core and vocational lessons by developing strategies for successful learning/ de-escalation of behaviour, with cover teaching support when required and directed.
5. To be responsible for keeping and updating records, tracking attendance, attainment and pupil progress on a weekly basis on Workplace Management Information Systems; and provide regular feedback to referring schools, parents/ carers and services.
6. Assist in the supervision of formal examinations (including Technical Awards and GCSEs) as directed and offer support for pupils with access arrangements as directed by the Examinations Officer.
7. To support pupils to access careers guidance and attend work experience interviews/ placements as appropriate and ensure that all year 11 pupils have identified post 16 provision to reduce the likelihood of becoming NEET.
8. To supervise pupils on visits, trips and in school/out of school enterprise and enrichment activities as requested.
9. To role model expected working behaviours and high levels of professional conduct at all times and in all settings; displaying high levels of expectation and aspiration for all pupils and supporting colleague and stakeholders to do the same.
10. To promote positive value and attitudes (including relating to equal opportunities); dealing promptly with conflicts and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour within work simulated environments.
11. Undertake other duties as related to the work as and when required by the Principal, Assistant CEO or CEO.

This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonable expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.

**Person Specification
Teaching Assistant 3 - Mentor**

	Essential Criteria	Desirable Criteria	Method of Assessment/ Source of Information
Key Skills & Abilities	<ul style="list-style-type: none"> • Ability to provide classroom cover – within agreed parameters – in the absence of the class teacher • Ability to consistently and effectively implement agreed behaviour management strategies • Ability to use language and other communication skills that pupils can understand and relate to • Able to converse at ease with customer and provide advice in accurate spoken English • Ability to establish positive relationships with pupils and empathise with their needs • Ability to demonstrate active listening skills • Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupils to stay on task 		<ul style="list-style-type: none"> • Application /Interview

	<ul style="list-style-type: none"> • Ability to monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes • Ability to carry out and report on systematic observations of pupils' knowledge, understanding and skills • Ability to assist in the recording of lessons and assessment as required by the teacher • Ability to offer constructive feedback to pupils to reinforce self-esteem • Ability to work effectively and supportively as a member of the school team • Ability to work within and apply all school policies e.g. behaviour management, child protection, Health & Safety, Equal Opportunities etc 		
Education & Qualifications	<ul style="list-style-type: none"> • A good standard of education particularly in English and Mathematics 	<ul style="list-style-type: none"> • NVQ Level 3 for Teaching Assistants or equivalent 	<ul style="list-style-type: none"> • Application /Interview
Knowledge	<ul style="list-style-type: none"> • Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in 		<ul style="list-style-type: none"> • Application /Interview

	<p>the learning environment</p> <ul style="list-style-type: none"> • Knowledge of SEN Code of Practice • Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils 		
Experience	<ul style="list-style-type: none"> • Experience of supporting children in a classroom environment, including those with special educational needs • Experience of using Information Technology to support pupils in the classroom 		<ul style="list-style-type: none"> • Application /Interview
Personal Attributes	<ul style="list-style-type: none"> • Willingness to participate in further training and developmental opportunities offered by the school and county, to further knowledge • Willingness to maintain confidentiality on all school matters 		<ul style="list-style-type: none"> • Application /Interview