

JOB DESCRIPTION

Job Title	HLTA / Learning Mentor
Grade	Scale 5
Reports to	Headteacher
Responsible for	Supervision of Staff
Liaison with	Other staff, pupils, parents and external agencies, as required, Headteacher, SENDCo
Job Purpose	<ul style="list-style-type: none"> A) To encourage the inclusion of pupils who are at risk of social exclusion, those who may have emotional and/or behavioural difficulties by demonstrating the use of positive mentoring strategies and behaviour management techniques designed to develop the pupil's ability to engage in learning and social environments appropriately B) To make a practical contribution to the implementation of an agreed 'action plan' designed to address a pupil's individual learning needs and/or the development of positive behaviour management systems in the school that are designed to promote and reinforce appropriate behaviour C) To work with teachers as part of a professional team to support learning activities for classes, groups and/or support pupils undertaking lessons delivered via distance learning or computer aided techniques. D) To cover classes as required in the absence of the teacher. Level 1a HLTAs will be expected to deliver pre-prepared lesson plans, to progress pupils' learning and to assess, record and report on development, progress and attainment as agreed with the teacher.
Duties	<ul style="list-style-type: none"> A) To provide direct support for an identified group of students and where appropriate their parents/carers with the aim of reducing truancy and exclusion and promoting achievement B) To in conjunction with designated school staff devise and implement an action plan that seeks to address a pupil's learning needs and remove any barriers to learning. To do this through the use of a mentoring model, working alongside pupils and school staff, advocating effective models of support for individuals and groups C) To provide and develop specialist resources and

contribute to the development of specialist support models in any of the following areas

D) To establish and co-ordinate links with a variety of agencies working with pupils who are at risk of under achievement and/or social exclusion

E) To support the training, induction and supervision of newly appointed learning support staff. Specifically this could involve:

- modelling alongside school staff, support and mentoring strategies designed to encourage and develop appropriate behaviour in a variety of settings, with individuals, small group and whole class settings
- modelling alongside school staff, group based activities designed to develop pupil problem-solving, listening and social skills. This might involve modelling techniques such as 'Circle-time' and Parachute Game
- producing a variety of resources for the pupil/class/school designed to support an individual's learning/behaviour programme and/or support whole class/school positive behaviour systems
- assisting in the delivery of training packages to a variety of school based staff, specifically teaching assistants and midday assistants
- participating in the evaluation and review of the agreed support in conjunction with other behaviour support/school staff
- attending relevant meetings
- attending regular supervision meetings with colleagues to report on pupil achievement and progress as well as team meetings/joint problem-solving meetings
- being aware of and working within the service policies in relation to Inclusion, Child Protection and physical contact with children

SUPPORT FOR THE TEACHER

- Organise an appropriate learning environment
- Monitor and record pupil responses to learning

	<p>activities through a range of assessment and monitoring strategies against pre-determined learning objectives</p> <ul style="list-style-type: none"> • Provide objective and accurate feedback and reports to teachers • Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment • Establish a clear framework for discipline in line with established policy, anticipate and manage behaviour constructively, promoting self-control and independence • Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc • Work in collaboration with other learning support assistants in the classroom. <p>SUPPORT FOR THE CURRICULUM</p> <ul style="list-style-type: none"> • Use ICT effectively to support learning activities and develop pupils' competence and independence in its use • Select and prepare resources necessary to deliver learning activities, taking account of pupils' interests and language and cultural backgrounds <p><i>The duties above are neither exclusive nor exhaustive and the post holder may be required by the headteacher to carry out appropriate duties within the context of the job, skills and grade.</i></p>
<p>General</p>	<ul style="list-style-type: none"> A) 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 B) To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace C) To ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy <p>The Governing Body is committed to safeguarding and</p>

	<p>promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</p>
--	--

**HLTA / LEARNING MENTOR
PERSON SPECIFICATION**

General heading	Detail	Examples
<p>Qualifications & Experience</p>	<p>Specific qualifications & experience</p>	<p>Successful experience working with children in a school/early years environment Educated to NVQ Level 3 in learning support/early years or equivalent</p>

		qualification/experience Meet Higher Level Teaching Assistant standards
	Knowledge of relevant policies and procedures	Being aware of and working with the service policies in relation to Inclusion, Child Protection and physical contact with pupils.
	Literacy	NVQ Level 3 in English or equivalent
	Numeracy	NVQ Level 3 in Maths or equivalent
	Technology	Good working knowledge of ICT to support learning
Communication	Written	Ability to write detailed reports, letters and complete returns.
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively
	Languages	Specialist language/communication skills if appropriate
	Negotiating	Ability to negotiate effectively with adults and children
Working with children	Behaviour Management	Ability to demonstrate a range of effective behaviour management strategies
	SEN	Ability to demonstrate that you encourage the inclusion of pupils with emotional and/or behavioural difficulties in a mainstream setting
	Curriculum	Good understanding of the school curriculum Good working knowledge of specialist curriculum area(s) if appropriate
	Child Development	Good understanding of child development Ability to assess progress and performance and recommend appropriate strategies to support development
	Health & Well being	Understand and support the importance of physical and emotional wellbeing programme
Working with others	Working with partners	Ability to make a proactive contribution to the work of the team supporting children, their families and carers Ability to work with parents and carers to improve support for children
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults

	Team work	Ability to make a distinctive contribution to the work of a team
	Information	Contribute to the development and implementation of effective systems to share and safeguard information
Responsibilities	Organisational skills	Excellent organisational skills Ability to remain calm under pressure
	Line Management	Ability to manage and support the work of others.
	Time Management	Ability to manage own time effectively Ability to adapt quickly and effectively to changing circumstances, situations Ability to meet deadlines
	Creativity	Demonstrate a highly creative approach to supporting children and an ability to resolve problems independently
General	Equalities	Awareness of and promotion of equality
	Health & Safety	Good understanding of Health & Safety
	Child Protection	Developed understanding and effective implementation of child protection procedures
	Confidentiality/Data Protection	Understand and comply with procedures and legislation relating to confidentiality
	CPD	Demonstrate a clear commitment to develop and learn in the role Ability to effectively evaluate own performance