**Job description and person specification**

**Job Description: Learning Mentor**

**Esteem Multi-Academy Trust**

This job description may be amended at any time following discussion between the Headteacher and member of staff and will be reviewed annually.

**AREAS OF RESPONSIBILITY AND KEY TASKS**

**Main responsibilities**

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| **Post Title:** |  | Learning Mentor |
| **Location:** |  | St Clare’s School, Rough Heanor Rd, Mickleover, Derby DE3 9AZ |
| **Purpose:** |  | To provide support for Teaching and Learning in class.  To work under the guidance of the class lead within an agreed system of supervision, to support access to learning with individuals/groups, in or out of the classroom, including assisting with behaviour management, general care and personal hygiene needs of students. The primary focus will be to ensure continued high-quality learning and student achievement. |
| **Reporting to:** |  | Senior Leadership Team |
| **Responsible for:** |  | See job description |
| **Liaising with:** |  | Colleagues in the Learning Mentor classroom team, Teaching staff, Senior Leadership Team, Headteacher, support staff, parents/carers, and students |
| **Working Time:** |  | 32.5 hours per week, term time only (39 weeks) |
| **Salary/Grade:** |  | Grade E (SCP 10-14) £20,636-£21,721 |
| **Disclosure level:** |  | Enhanced |
| **PRINCIPLE RESPONSIBILITIES** | | |
| The postholder will demonstrate essential professional skills and characteristics, and in particular will:   * Engage and motivate students * Improve the quality of students’ learning * Inspire trust and confidence in students and colleagues * Build team commitment with colleagues and in the classroom * Implement specific interventions to meet students needs * Demonstrate empathy with and an appreciation of the care needs of students   **Supporting Teaching and Learning**   * Have a clear and precise understanding of how children with Special Needs, Autism and complex behaviour learn   Work under the direction of the class lead to:   * Support students in attaining learning objectives * Write quality annotation to support the assessment of student attaining learning objective * Report on observed progress of students * Develop an understanding of different learning styles * Adapt learning activities appropriately * Report on the impact curriculum and intervention strategies has on individual students.   In all cases, indicative tasks at the competency level specified within the Teaching Assistant agreed Framework, will be the reference point for the competencies listed below.  **STUDENT PROGRESS**   * Establish constructive relationships and use a variety of methods to communicate with parents and other relevant professionals, in liaison with teacher, to support students’ learning and progress. * Promote the inclusion and acceptance of all students within the classroom, school and wider community. * Encourage students to interact and work co-operatively in learning activities * Promote independence and employ strategies to recognise and reward its achievement   **PROFESSIONAL PRACTICE**   * Maintain, develop and apply professional knowledge to enable effective teaching and learning support * Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners or organisation of the school including pastoral arrangements and assemblies * Share such knowledge with colleagues to improve whole school effectiveness * Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour * Provide a proactive consistent approach to challenging behaviour, implementing and contributing to behaviour support plans and using physical intervention if necessary * Respond quickly and appropriately to demands made by individual students to meet general care, mobility, and personal hygiene needs * Understand and apply the principles of good classroom management * Understand and apply a range of appropriate support strategies   **WHOLE SCHOOL ETHOS**   * Where appropriate contribute to the formulation of school policies * Execute school policies * Use the performance management process to drive school improvement through the raising of standards of teaching and learning * Promote the wider aspirations of the school   **SAFEGUARDING**   * Demonstrate a commitment to safeguarding and promoting the welfare of students and young people * The work within the safeguarding and child protection policies of the school and act within the best interests of students at all times * To undertake relevant training as set by the safeguarding team * The post is subject to satisfactory references and enhanced DBS clearance   **OTHER DUTIES AND RESPONSIBILITIES**  Other duties that the Headteacher may ask the post-holder to perform may include but not limited to:   * Medicine and/or first aid administration * Support in implementation of SALT/OT programmes * Use positive intervention to support behaviour where appropriate * Support with personal and intimate care * Represent and promote the ethos and values of Esteem Multi-Academy Trust * To take and be accountable for all decisions made within the parameters of the job description * Participate with performance management and training and activities that contribute to personal and professional development * Actively promote and act at all times in accordance with the policies of the MAT e.g. Safeguarding, Health and Safety, Equal Opportunities * Provide a high standard of customer service in all dealings internal and external to the MAT * Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified * Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description * The MAT will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition | | |

**Person Specification: Learning Mentor**

**Esteem Multi-Academy Trust**

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| **QUALIFICATIONS AND EXPERIENCE** | | | | |
| **Essential** |  | | * Qualification to Level 2 or equivalent in relevant subject or working towards * Experience of working with a range of students with SEN | |
| **Desirable** |  | | * Qualified in aspects of SEN specific provision * GCSE or equivalent in Maths and English * Experience of working in special schools with a range of students with SEN (including Autism, ADHD and PDA) | |
| **KNOWLEDGE AND ABILITIES** | | | | |
| **Essential** | |  | | * Knowledge of strategies to support students with SEN * Knowledge of child protection and appropriate health and safety regulations * Knowledge of behaviour support strategies * Willingness to engage in any professional development activities which will aid the effective completion of tasks required by the post * Ability to work alongside the teacher in evaluating and recording student progress * Use alternative methods of communication where required * Use ICT to support teaching and learning * Ability to promote student independence in personal care |
| **Desirable** | |  | | * Trained in aspects of SEN specific provision, e.g. Makaton, TEACCH, behaviour management, Lego Therapy * Experience of managing challenging behaviour, including implementing appropriate interventions * Ability to promote and reinforce student’s self-esteem, independence and participation within the community * Experience in attending to intimate and personal care |