

JOB DESCRIPTION



Job title: Learning Support Mentor

Grade: Grade 5

Main Job Purpose:

- Responsible for working across a varied range of responsibilities
- To assist the Inclusion Team to promote pupils' academic, social and emotional development through the development and implementation of programmes of pupil work and support (individual and group) and in the provision of a stable, caring and supportive learning environment; to enable pupils to achieve their full learning potential and facilitate their personal, academic, social and moral development.
- To deliver, and be accountable for, intervention programmes for students (on an individual or small group basis), under the supervision of the Inclusion Team.
- We will require your input to support pupils in a range of activities. Support is both on a one-to-one basis and in groups and will be to pupils with neuro-diversities and students who may struggle with accessing the main school lessons.
- The postholder will play an important role in supervising the learning of pupils during the teaching period and breaktimes within the school, ensuring a safe environment is maintained at all times.

Main responsibilities and duties

- To support the teaching and learning processes.
- To assist the school and Inclusion Team in particular, in developing, implementing and managing individual/group pupil learning strategies aimed at the
 - management of pupil behaviour
 - establishing and maintaining of relationships with individual pupils and groups in support of pupils in learning activities
 - continuous review and development of the postholder's professional practice
 - Inclusivity of pupils with identified SEN needs

Under the guidance of direction of the Team Leaders:

- Develop, maintain and apply knowledge and understanding of pupils' general and specific learning needs. To ensure that support is given to them at an appropriate level.
- Teaching support is delivered individually and in groups through a range of tasks.
- Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions
- Focus support in areas needing improvement both academic and social.
- To support the use of ICT in the classroom and work with and support pupils to ensure they can use ICT and other specialist equipment to enhance their learning.
- Motivate and encourage pupils to concentrate on and fulfil the tasks set.
- Undertake learning activities with pupils of varying abilities to ensure differentiation and access to the curriculum.
- Seek to ensure the promotion and reinforcement of pupils' self-esteem, appropriate levels of effort and behaviour and to guide pupils to become independent learners.
- Contribute to the assessment of pupils' learning, in particular regarding Literacy, Numeracy, Science and ICT skills.
- Contribute to the implementation of the National and/or Foundation Curriculum and specific individual pupil targets and/or group targets.
- To promote pupils academic, social and emotional development and assist teaching staff in the development of learning strategies, with the provision of teaching and learning

resources and in the preparation and maintenance of a safe, secure and suitable learning environment.

- Assist in the development, monitoring and evaluation of programmes of work
- Contribute to and assist in the development and monitoring of systems for review and recording of pupils' progress, both academic and social.
- Where appropriate accompany/supervise students undertaking off-site activities and educational visits.
- Attend and contribute to school staff meetings and in-service training within contracted hours or outside normal hours by agreement.
- Contribute to the process of school self- evaluation.
- To liaise with parents and other professional agencies in support of pupil's needs.
- To provide care and supervision of pupils within the classroom, within the school and outside of the school.
- Supervise pupils using cloakrooms and toilet facilities. Supervise pupils in playgrounds and when entering and leaving using school transport.
- Escort pupils to school or parental transport, home or to hospital as necessary and/or support in the integration/re-integration of the pupil.
- Develop an understanding of and provide for pupils' specific personal needs to ensure a safe learning environment. This may include providing some direct personal care, support and assistance to the pupil in respect of toileting, eating, mobility and dispensing medication.
- On occasion, to assume sole supervision of groups of pupils. This may include whole classes for short periods in the absence of the teacher.
- Additionally, under the overall direction of teaching staff the job may include some or all of the following duties, depending on the needs of pupils:
 - Where a current First Aid qualification is held, in the absence of other medical facilities:
 - Maintain First Aid equipment and materials and dispense medicines in accordance with school policy and Health and Safety guidelines.
 - Undertake First Aid
 - Under the direction of Health Service professionals, undertake activities in support of occupational, physio and speech therapy.
 - Under the direction of teaching staff and, where appropriate, to assist in the development of Learning Passports for pupils with special educational need.
 - To work with pupil groups, using a range of strategies to gain acceptance and inclusion of pupils with special educational needs.
 - To contribute to the assessment by the teacher of pupil performance in maintaining records of pupil performance and achievement, noting areas of weakness and need for development and drawing to the teacher's attention areas requiring further review.
 - To observe and comment upon pupil performance, conduct, behaviour and interaction with peer group and parents.
 - To undertake continuous professional development
 - Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

Knowledge & skills

- Experience of working with children in an educational setting is essential.
- Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication. Background knowledge of the Foundation and National Curriculum and School's procedures and policies.
- Knowledge of pupils' individual targets and, where appropriate may require more

specialised knowledge in specific curriculum areas.

- Significant empathy with pupils who have additional or special educational needs. Where appropriate, to be prepared to undertake special skills training e.g. signing, to meet additional educational and communication needs.
- A willingness to attend courses as required to enhance the knowledge, understanding and skills to improve the level and quality of support given to pupils and teachers.
- Knowledge of legislation and regulations applicable to the support and care of pupils.
- They must have achieved a qualification in English/literacy and mathematics/numeracy and NVQ Level 2 of the National Framework and ideally be working towards Level 3.

Supervision and management

- Typically, there will be supervision available from the classroom teacher on a daily basis and regularly within the day.
- Additional support may be provided within the team. The postholder may be required to support the induction and further training within the team and / or across the school.

Problem solving and creativity

- Daily, within prescribed school guidelines and under the direction of the teacher, develop a range of strategies to engage individuals and groups of pupils, often with differing requirements, in the experience of learning and in their personal, social, health and moral education. For example, a reward system appropriate to an individual pupil.
- Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers.
- There will be occasional interruptions. Deadlines will relate and be appropriate to the timetable being followed.
- Additionally, creativity and innovation are needed to meet the special education and care needs of individual pupils, such as those with significant physical disability and emotional difficulties, including regular exhibitions of challenging behaviour and aggression.

Key contacts and relationships

- Contact with all staff in school to pass and receive information, advice, guidance, suggestions and ideas.
- Contact with Health Service professionals to provide daily support for the pupils with known medical conditions.
- Contact with parents / carers and other agency staff to provide support for pupils, such as giving feedback on pupils progress. Such communications can be of a delicate nature depending on a pupils needs.
- There will be regular contact with a senior team member, relating to on-site supervision of children, deployment and cover arrangements.

Decision making

- Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their education activities behaviour and care. These decisions often need to be made immediately to deal with the situation presented.
- Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a senior member of the team.
- There will often be a need to make immediate decisions, without initial referral to others, in relation to immediate care, control and safety of pupils with additional needs.

Working Environment

- There are often physical risks associated with intervention in incidents of challenging behaviour, including aggression, which are encountered with pupils.
- While the level of pupil needs will vary from time to time, the job holder will be predominantly working with pupils who are especially difficult to engage in activities and may present more frequent behavioural problems and where the attention span presents greater challenges and a need for high levels of patience to attain pupils' individual targets.
- Patience, relational and trauma-informed practice is required
- We have a form of Alternative Provision on our site; Gateway and SPACE. Both are to enable students to access education outside of a normal mainstream class space.

PERSON SPECIFICATION

Experience

- Experience of working in an educational setting (desirable)
- Experience of working with pupils with additional needs (desirable)

Education/Qualifications

- An education standard equating to GCSE grade 3 in English, Mathematics and Science or equivalent
- NVQ level 3/ BTEC in Learning Support is desirable

Knowledge/Skills

- Understanding of principles of child development and learning processes and in particular, barriers to learning
- Background knowledge of National Curriculum and School's procedures and policies (desirable)
- Secure IT skills
- Significant empathy with pupils who have additional or special educational needs
- Developing knowledge of Local Authority, local and national organisations which can provide services and activities to support pupils and broaden and enrich their learning
- Ability to relate well to children and in particular to motivate children to engage in the learning process
- Ability to work effectively with parents/carers and a range of professionals
- Experience of being part of a cohesive team.

