



Job Description TA- Learning Mentor – KR6

Post Holder:		
<i>The description of the duties, responsibilities and accountabilities for the post of Intervention Mentor (KR5) at Holy Trinity & St John's CEP School have been set out in this job description.</i>		
Responsibility Areas	To provide support and guidance to children and young people who are experiencing difficulties in learning due to social, emotional or behavioural problems.	
Accountabilities	A	Generic duties relevant to all members of staff
	B	TA - Learning Mentor support – whole school
Accountable to	Deputy Headteacher (Assessment and Curriculum) Headteacher	
Main Duties	See attached information for detailed duties and responsibilities	
Signed		Date:
Signed		<i>Headteacher</i>

A - General duties relevant to all members of staff

To promote the mission, vision and aims of Holy Trinity & St John's CEP School to ensure that each child achieves their full potential

It is expected that all staff work collaboratively to share good practice, resources and ideas and realise the school vision and aims. All staff should act with professional integrity at all times, following the school 'Code of Conduct for Staff' and contribute positively to your own appraisal, and line management. Undertake specific tasks reasonably delegated by the Headteacher.

Use of ICT

ICT must be used creatively to inspire and motivate pupils where it is relevant to do so.

All staff will be expected to utilise ICT and to improve communication and reduce paper use.

Security procedures must be followed when using ICT systems.

All staff are expected to follow (and ensure pupils follow) the procedures as laid out in the school's ICT and safety policy.

Data Protection

It is essential when working with computerised systems that you are completely aware of your responsibilities at all times under the Data protection Act 1984 (as amended) for the security, accuracy, and significance of personal data held on such systems.

Health and Safety

Employees are required to work in compliance with the schools' Health and Safety policies and under the Health and Safety at Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the school.

In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and healthy environments, including information, training and supervision necessary to accomplish those goals.

Safeguarding

Holy Trinity & St John's CEP School is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

All staff are to have due regard for safeguarding and promoting the welfare of children, young people and adults and are to follow the safeguarding procedures adopted by Holy Trinity & St John's CEP School. Any safeguarding issues must be acted upon immediately by informing a Designated Safeguarding Lead (DSL).

B: Undertaking responsibilities as a Learning Mentor

To work under the direction and guidance of the Headteacher and Deputy Headteacher (Curriculum and Assessment) to assist in the educational, social, emotional and behavioural development of individual pupil, ensuring pupil welfare and progression. To work within the general aims of the school and to contribute towards the overall Christian ethos of the school, paying due attention and regard to the policies. Support the class teachers with the integration of pupils into their learning environments. Dealing with the pupil's therapeutic, learning, language, behavioural and/or emotional needs. To make full use of Performance Appraisal opportunities

Duties and Responsibilities:

To support underperforming learners in identifying issues which are creating barriers to learning and help them in beginning to address these barriers through:

- Promoting positive behaviour patterns, raise self-esteem and improve independent working in pupils to assist their education and growth.
- Supporting the physical and emotional well-being of pupils.
- Implementing and evaluating specialised programmes of work provided by outside agencies to encourage and promote a pupil's social emotional and behavioural development
- Working with the Inclusion Team, teaching staff and/or other support staff in devising and implementing individual learning plans to promote pupils' academic, social, emotional and behavioural development
- Planning and facilitating structured games and activities, to support pupils to make appropriate use of unstructured times.
- Developing and agreeing action plans for individual pupils and groups of pupils.
- Liaising with the Headteacher, SLT, class teachers and parents regarding the support in place for pupils.
- Planning and drawing up approaches that could be used to support pupils both individually and within a group
- Supporting identified school staff, by modelling approaches, with a view to staff feeling confident and able to use the approaches following the withdrawal of Learning Mentor support.
- Working with individuals & groups both within and outside the class room setting
- Organising break and lunchtime activities to support pupils who have difficulties at break time
- Helping pupils to manage and resolve conflict by using and teaching them a variety of strategies
- Building and maintaining positive and professional relationships with pupils treating all children consistently, with respect and consideration
- Helping develop pupils' confidence and self-esteem through listening to them and devising appropriate programmes of support
- Supporting pupils in the classroom, playground or in a 1:1 setting
- Working effectively and collaboratively with teachers, support staff and external support as required to ensure effective support provision for identified pupils
- Under the direction of the DHT (Curriculum & Assessment), helping to create criteria for identifying those students who need Learning Mentor support
- Working with children whose behaviour and disaffection has significant impact upon their attainment
- When requested, supervising pupils during periods of internal exclusion
- Helping to plan the reintegration of pupils after extended absence or exclusion
- Through planned meetings, work with parents to help the pupils achieve their targets
- In addition to the wider school support, regularly working with a specific caseload of identified children and their families to support them with their social, emotional and behavioural needs, updating their families on a weekly basis
- Monitoring student's progress before, during and after intervention to measure the impact of the intervention strategy on progress; including pupil evaluations



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- Maintaining a record of evaluations as evidence of effective practice, support and guidance
- Identifying, in association with school staff, pupils who would benefit from mentoring
- Setting up and running circle time sessions and anger management groups where necessary
- Networking with other Learning Mentors to share good practice
- Share successful resources and activities with staff/parents to support identified children
- When directed meet with organisations, support services and attend multi-disciplinary meetings use information given to plan for and support identified children
- Being available to settle specific children as they arrive for the start of the school day
- Regularly monitor and reward the achievement of children on your caseload through the school's behaviour policy
- Support pupils in transition through planned discussion time and accompanying them on visits to their new class/school when it is felt necessary
- Attending and participate in multi-disciplinary meetings contributing to the sharing of information and/or planning in relation to specific pupils
- Undertaking a range of administrative duties relevant to the post
- Participating as required, in relevant training which has been identified by the members of the Senior Leadership Team
- Ensuring confidentiality is maintained at all times
- Supporting pupils with the transition to secondary education
- Being familiar with, and comply with a full range of policies and procedures relating to safeguarding, health & safety and confidentiality. Ensure all concerns are reported to the appropriate person
- Working collaboratively with colleagues and build and maintain professional and positive relationships
- Striving to continually develop practice through taking on feedback and seeking out CPD opportunities
- Any other duties relevant to the work of the postholder as requested by the Senior Leadership Team
- Any other duties as directed by the Headteacher/ Senior Leadership Team

The role is 33 hours per week to include mentor cover over break and lunchtimes (in liaison with pastoral mentor)

Monday / Thursday

8:30 – 4:00

Tuesday / Wednesday / Friday

8:30 – 3:30

These times may vary to meet the demands of the school

This job description describes in general terms the normal duties which the post holder will be expected to undertake. However, the job description or the duties contained therein may vary or be amended from time to time without changing the level of responsibility associated with this post.