## Job Description

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| Job Title: | EAL Learning Mentor |
| Reference: | X00122 |
| Reports to: | EAL Lead Learning Mentor |
| Responsible for: | No line management |
| Salary range: | £20, 595 FTE (£17,435 Pro Rata) |
| Contract: | Full time, term-time only |

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| Main purpose of the role: | We have a small team of EAL Learning Mentors that work across all age ranges supporting the needs of our learners with English as an additional language. We require a Learning Mentor to work alongside this team to ensure the best outcomes for each of our learners. | |
| Main duties: | 1. To be able to form and maintain positive relationships with children and young people enabling them to access and engage with the curriculum and social activities of the Academy. 2. Contribute effectively to teaching & learning for all pupils through on-going and robust planning, monitoring, assessment and recording and to take ownership of data management and progress reporting of pupils. 3. To maintain the behaviour policy of the Academy and uphold the high expectations and high standards the Academy sets. 4. To be able to act as a translator in the classroom and other required situations. 5. To be able to implement and support colleagues in providing pupils with EAL with appropriate tasks and assessments including the testing and inputting of relevant pupil data on arrival in The Academy. 6. To be able to monitor and appropriately refer to other agencies if pupils require additional social and emotional support. 7. To be proactive in raising aspirations and expectations of all pupils through personal presentation, quality engagement and the imparting of knowledge. 8. To attend and contribute positively to internal and external meetings when required, representing the high standards of the Academy. 9. Contribute effectively to the learning environment, undertaking tasks such as updating relevant displays and ensuring pupil work is celebrated. 10. To promote health, wellbeing and resilience in all of our pupils. 11. Undertake any other duties, which from time to time may be required and be relevant and commensurate with the role, as deemed necessary by the Principal. | |
|  | **Essential** | **Desirable** |
| Qualification | * To be educated to a minimum of 5 GCSEs (A\*-C) including English and Mathematics (or equivalent). * Be fluent in a range of language relevant to the Academy’s needs, preferably Arabic. * Evidence of Continuing Professional Development relevant to the role. | * QTS/QTLS |
| Experience | * Experience working with children with physical/ learning/ speech and language difficulties, and a proven experience in raising attainment and removing barriers to learning and to have relevant additional qualification in your area of expertise (Physical/ Learning/ SLCN/ HI/ SEBD). * Experience of supporting pupils/students of differing abilities and backgrounds. * Experience of working with children with complex needs. * Have experience of implementing a variety of de-escalation strategies in challenging situations involving young people. * Positive behaviour strategy knowledge and experience of helping children self-regulate emotions | * Have successfully used strategies to improve pupil/student achievement. |
| Skills | * The ability to provide appropriate levels of challenge so that pupils make good progress and achieve beyond their potential * Ability to secure high standards of behaviour by motivating, encouraging and engaging pupils * Ability to develop in pupils the skills to work independently and collaboratively * Demonstrable ability to build effective working relationships with a range of colleagues and stakeholders, including parents/carers, teachers and external professionals. * Demonstrable ability to communicate effectively in both oral and written form - for writing learning and support plans, reports on pupil/student progress, and training and guidance for staff. * Creative and innovative. * Excellent facilitation and presentation skills suitable up to and including senior managers. * Data and IT literate with good IT skills. * Excellent organisation and time-management skills - needed for prioritising and balancing a busy and varied workload. * Empathy and emotional intelligence - in order to recognise and be sensitive to the needs of pupils/students and parents. * Analytical and problem-solving skills - necessary for analysing school, local and national data and developing appropriate strategies and interventions. | |
| Qualities | * Able to confidently liaise with senior colleagues including in formal settings. * Confident in operating flexibly and pragmatically in the face of shifting expectations and pressures. * Personal and professional authority and resilience. * Able to credibly challenge established assumptions and ways of working and make a valuable contribution to influencing organisational culture. * Empathetic, tactful and diplomatic. * Solution focused, working collaboratively and collegially with colleagues and stakeholders. * Excellent inter-personal skills. * A willingness and ability to develop specialist knowledge and keep up to date with local and national policy and developments. | |