



JOB DESCRIPTION

JOB TITLE	Learning Mentor
SALARY POINT	Kent Scheme Band 3 £12,871 to £12,905 (£17,365 - £17,411 FTE) plus Special Needs Allowance £1,257.60
LIASION WITH:	Progress Leader and subject teachers for the precise support needed for individual pupils
HOURS:	32.5 hours per week, term time, plus 5 INSET days
WORKING PATTERN:	Core hours are 8.30am – 3.30pm
DATE:	September 2019

RESPONSIBLE FOR:

Progress of identified pupils in the subjects in which the postholder is deployed.

JOB PURPOSE:

To provide support to individual pupil, or small groups of pupils, within normal lessons. Where required, to teach intervention groups to enable designated pupils to make more rapid progress in knowledge and understanding in subjects where they require additional support. Pupils from some or all of the categories specified below may be part of a support group at any one time:

6 KEY AREAS OF RESPONSIBILITIES:

1. Developing Pupil Skills and Knowledge

- Assist in drawing up and undertaking the delivery of an individual pupil learning support programme, either in intervention groups or within the classroom, to ensure delivery of the individual's targets.
- To coach individual SEND pupils or small groups of SEND pupils, to support their knowledge, skills and understanding in specific subject areas.
- To support pupils who are underachieving.

- To understand the key factors that affect pupils' learning that may impact on their progress (joint responsibility of teacher/Learning Mentor), including updating the teacher as necessary with relevant information.
- To support pupils to be on-task at the start of each lesson and throughout the course of the lesson.
- To use area(s) of subject expertise to contribute to the learning activities in the lesson, suggesting and/or implementing effective differentiation within the classroom in collaboration with the teacher.

2. Monitoring Pupil Progress

- To support pupils in receipt of Pupil Premium to make at least expected progress
- To monitor and evaluate the impact of all pupil learning programmes.
- Assist the teacher with observations and monitoring of the progress of pupils, maintaining accurate records in order to ensure documentation of all interventions with pupils.

3. Maintaining an ASD Learning Environment

- Assist the teacher where necessary with preparation (and clearing away) of the classroom and materials to ensure effective and efficient teaching.
- To establish the learning environment for each pupil based on knowledge of pupil needs (resources management).
- To contribute to producing learning materials for pupils in order to meet their needs for examinations, revision or general progress.

4. Professional Collaboration and Liaison (Colleagues and Parents)

- To liaise with parents/carers where appropriate and as requested by the teacher.
- To attend meetings, training and development activities, as required by the Senior Leadership Team, with overtime available if necessary.
- To attend Annual Reviews where appropriate.
- To take part in relevant training/CPD to help build a greater understanding of supporting pupils to improve their learning.
- Maintain high levels of professional conduct at all times
- Undertake any reasonable requests as negotiated with the line manager.
- Support the ethos and aims of Grange Park School.

5. Maintaining Pupil Well-being

- Promote positive behaviour patterns, raise self-esteem and improve independent working in pupils to assist their education and growth.
- To assist in the physical well-being of the pupils, where appropriate.
- To assist in the implementation of individual programmes and strategies from the Therapy Team.

6. Statutory Responsibilities

- Following Health and Safety requirements and initiatives as directed.
- Ensuring compliance with Data Protection legislation
- The school is committed to safeguarding and promoting the welfare of children and young people and we expect all staff to share this commitment
- At all times operating within the schools Equality policies
- Commitment and contribution to improving standards for pupils as appropriate
- Contributing to the maintenance of a caring and stimulating environment for young people.

Agreed By:		Date:	
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Job Holder

Approved By:		Date:	
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Line Manager

Person Specification – Learning Mentor

	<u>Essential</u>	<u>Desirable</u>
Skills and Experience	<ul style="list-style-type: none"> • Experience of working successfully with young people in an educational setting. • Experience of supporting the learning and achievements of young people and able to support individuals and groups. • Proven record of improving the outcomes for young people. • Skills and experience of working with vulnerable young people. • ICT skills, including use of internet, emails and Microsoft word. • Experience of working with teachers and school staff to plan and manage learning opportunities. 	<ul style="list-style-type: none"> • Experience of working with pupils with ASC and associated Learning Disabilities. • Specific knowledge of ASC and/or ADHD • Knowledge of SIMS.net
Qualifications	<ul style="list-style-type: none"> • GCSE grade C level or equivalent in both English and mathematics • Level 3 Qualification as a Teaching Assistant or equivalent level of education 	
Knowledge and Understanding	<ul style="list-style-type: none"> • Knowledge and understanding of working with young people. • Able to produce learning resources and materials to support progress and achievement. • Knowledge of education and how best to support, motivate and engage young people in learning. • Knowledge and understanding of child protection and safeguarding practices and protocols • Knowledge of the principles involved in giving advice and guidance to young people including the place of confidentiality and sharing information. 	<ul style="list-style-type: none"> • Knowledge of the school curriculum

<p>Personal Attributes</p>	<ul style="list-style-type: none">• Ability to engage constructively with, and relate to, a wide range of young people and children from different backgrounds.• Ability to establish relationships with internal and external stakeholders.• Ability to undertaking comprehensive assessments of pupils to determine those in need of particular support.• A positive attitude with energy and commitment.• Desire to further develop the school's ethos.• Ability to form and maintain appropriate professional relationships and boundaries with children and young people.• Ability to motivate and enthuse pupils.• A commitment to high academic standards.• Ability to manage pupil behaviour• Ability to work effectively as a member of a team and display excellent interpersonal skills.• Ability to work effectively with and command the confidence of teaching staff.• First class communication skills on all levels.• Highly organised, motivated and enthusiastic.• High professional and personal standards• A commitment to working to strict deadlines• Willingness to play a part in the wider life of the school• Confidence, liveliness, tenacity, flexibility, adaptability and resilience.	
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Other factors	<ul style="list-style-type: none"> • Must satisfy relevant employment checks 	
Requirements from confidential references	<p>Written reference(s) only</p> <ul style="list-style-type: none"> • Confirmation of professional and personal knowledge, skills and abilities. • Positive recommendation from current employer. • Good health and attendance record. 	

Grange Park School requires the appointed candidate to gain satisfactory relevant background checks in accordance with safer recruitment guidelines; this will include an Enhanced (with Barred) Disclosure check.