**Senior Learning Mentor (HLTA)**

**Responsible to: Head teacher and the Senior Leadership Team**

**£19,000 - £ 25,000 - Pro rata: 37.5 hours weekly 39 weeks + 2 weeks per year.**

**Purpose of the Job:**

* To provide in class support as well as personalised 1:1 learning and personal development opportunities for pupils with complex (Attachment & Trauma) SEMH needs.
* To cover for absent teaching staff so that learning can still be maintained and enjoyable.
* To provide specific learning interventions for pupils as directed by the School SENCo

**Main Duties and Responsibilities:**

Assist Teachers and the Senior Leadership Team in the identification of specific needs and barriers that prevent individual pupils from engaging in education and reaching their full potential.

Plan, lead and cover lessons – supported by Teaching Staff as and when directed by Senior Staff.

Provide support and guidance to the Learning Mentors and support the Senior Leadership Team with their ongoing CPD.

Develop additional and alternative creative interventions and learning activities that support progression and achievement, build self-esteem and encourage learning and social participation.

As directed by the Senior Leadership Team, lead and deliver interventions and learning activities on a one to one or small group work basis.

Support and assist pupils to develop positive behaviours and strategies for managing their emotions. Implement agreed approaches and behaviour plans in a consistent manner.

Contribute to the positive emotional health and wellbeing of all pupils. Build positive relationships with pupils, parents/carers and external agencies, modelling good practice and undertaking robust and consistent child safeguarding working practices as directed by the school’s policies and procedures.

Monitor and accurately record progress and achievement in areas of behaviour, engagement, wellbeing and learning. Complete any associated paperwork and reports as required.

Undertake additional or other duties as may be appropriate to achieve the objectives of the school and as directed and deemed appropriate by the Senior Leadership Team.

Undertake ongoing appropriate CPD and in service training as required by the job role.

Undertake any training to use all relevant technology and take the lead on any relevant ICT packages to support the pupils with their learning and relevant qualifications.

Provide information for and attend Children in Care Reviews and Personal Education Plans Meetings as and when requested.

Lead and develop ‘extra curricula’ activities (out of school hours and in the school holidays as directed by Senior Leadership Team) in line with the identified needs of the pupils.

Maintain high standards by behaving and communicating in a professional manner at all times.

Follow and adhere to all Policies and Procedures at all times.

**Person Specification:**

The following outlines the Minimum criteria for this post. Applicants who have a disability and who meet the minimum criteria will be shortlisted.

All applicants should describe in their application how they meet these criteria.

|  |  |
| --- | --- |
| **Qualifications** | **1** – GCSE English grade C or above Good numeracy skills – at least to Level 2**2** – HLTA Qualification or equivalent and relevant Level 3 qualification in an education setting**3** – Good ICT skills |
| **Experience** | **1 -** Experience of effective working with young people with complex needs**2**- Experience in planning, leading and taking lessons in a range of subjects.**2 -** Experience of planning and delivering individual and group programmes to support skills for learning, positive behaviour, social and emotional development and healthy life styles**3 -** Experience of implementing strategies and work to promote equality of opportunity and fair treatment **4 -** Experience of effective working in challenging environments **5-** Experience in supporting and leading staff  |
| **Skills and Abilities** | **1 -** Ability to be resilient, flexible and adaptable to respond to the varying requirements of the role and change plans at a moment’s notice**2 -** Ability to exercise initiative and work independently and as part of a team**3 -** Have a high level of communication and interpersonal skills and have the ability to communicate with disaffected young people and their families**4 -** Ability to collaborate with others and build effective relationships**5 -** Ability to be self-motivated and motivate others**6 -** Ability to remain enthusiastic, calm and consistent in stressful and difficult situations, to handle difficult situations with sensitivity and confidentiality and to be non-confrontational **7 -** Ability to be resourceful and imaginative to plan, design and deliver activities that encourages and supports the engagement young people with complex SEMH needs**8 -** Excellent organisational skills and the ability to complete given tasks within given time frames**9 -** Ability to reflect critically on own work |
| **Knowledge** | **1 -** Sound knowledge of Special Educational Needs, social, emotional and learning development and associated factors that can impact on a young person’s wellbeing**2 -** Sound knowledge of the different ways in which children and young people can be harmed and knowledge of relevant requirements and legislation concerning Child Protection and safeguarding**3 -** Sound knowledge of how to record and present information in an easily understandable way and understand and be clear of the differences between facts and opinion in observations |
| **Behaviours** | **1 -** Ability to behave and communicate in a professional manner at all times**2 -** Ability to thrive under pressure**3 -** Ability to adapt to and manage change at short notice**4 -** Ability to manage stress in a healthy way**5 -** Ability to model good practice at all times**6 -** Ability to be thorough and reliable**7 -** Ability to work effectively using own initiative**8 -** Ability to work effectively as part of a team**9 -** Ability to meet required deadlines |