



## Learning Mentor – SEN Support



*"We show love and compassion for others by truly helping them, and not merely talking about it."*

**1 John 3:18**

**We are committed to excellence. We believe in choice.**

Our mission is to make sure that all children, regardless of their background, receive a great education that lead to real choices in life.

Our staff are committed to our pupils and students and know the importance of delivering an exceptional standard of education.

Our pupils and students value learning, they are committed to their studies and always give their best. We expect every John Wallis student to graduate from our Academy with the qualifications, skills and confidence to achieve their ambitions and go on to higher education or their chosen career.

### **Our Distinctive Christian Vision**

We are a proud to be Church of England Academy. We serve children of all faith and those with none.

Our Christian values are embedded within the heart and soul of our Academy. They are central to everything we do. Based on the teachings of Jesus, and the stories he told, our school community follow his example in treating everybody as an individual. Our Bible verse provides a living example for how we choose to live our lives. "We show love and compassion for others by truly helping them, and not merely talking about it."

In judging others by their deeds, not their words. In being, rather than seeming.

Jesus said "I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life." (John 8:12)

Our Christian values of 'Love, Integrity, Generosity, Hope and Tolerance' (LIGHT) are all taught explicitly. They are a vehicle for delivering our school vision and provide a framework for how we at strive to behave each day. We do not simply talk about excellence; we are committed to it.

## **A message from the Principal**

As a Church of England Academy we are inclusive of all regardless of creed, colour, race, gender, sexual orientation or ability. We hope to transform the lives of our pupils and students and our wider community by putting our core values of love, integrity, generosity, hope and tolerance (LIGHT) into action. As such, all should feel welcome and respected. Schools are, in part, measured by academic success. Pupils and students know this. We must help and enable each pupil and student to succeed to the best of their ability by providing high quality lessons and an appropriate curriculum for our pupils and students.

Mr Damian McBeath



| <b>The Post(s)</b> |   |
|--------------------|---|
| Job Title:         | <b>Learning Mentor – SEN Support</b>              |
| Reference:         | <b>Post number</b>                                |
| Reports to:        | <b>Assistant Principal: Director of Inclusion</b> |
| Responsible for:   | No line management responsibilities               |

**Main Purpose of the Role**

Assist in the educational and social development of students under the direction and guidance of the Principal, SENCO and class teachers to ensure they attain the targets set under their individual educational programmes.

**Main Duties**

- The post-holder will be responsible for:**
- Learning Mentors will be expected to work effectively with individual students and/or small groups under the direction and supervision of a class teacher. They will contribute to, and need to demonstrate skills in, planning, monitoring, assessment and class management.
  - To support the work of the Senior Leadership Team and Year Leaders on a daily basis in terms of the academic progression of the pupils and students in the Academy.
  - To develop a sound understanding of the Academy curriculum, as well as fulfilling their specific allocations. Learning Mentors report to the Vice Principal – Teaching & Learning and will work closely with Assistant Principals at all stages of intervention.
  - To develop and implement personalised action plans for groups and individual students based on a comprehensive assessment of their strengths, needs and strategies for overcoming barriers to learning e.g. behaviour, motivation, aspirations and academic achievement.
  - To monitor the progress of individuals at regular intervals and set new targets when appropriate. To formulate and regularly review three month plans for students who are underachieving or who exhibit specific barriers to learning.
  - To assist students in making the transition between KS2/3, KS3/4, KS4/5, KS5/Higher Education where appropriate.
  - To be available to staff as a resource for Controlled Assessment periods across all Departments.
  - To provide targeted literacy and numeracy support on a 1:1 or smaller group work where appropriate.
  - To provide support to Independent Study sessions, as well as run homework clubs or interventions before and/or after school in collaboration with other Learning Mentors.
  - To be present at meetings that discuss the impact of student interventions, the progression of students and other information as directed by the Director for Inclusion.
  - To complete or undertake, to the standard required, any other tasks or duties as required by the Senior Leadership Team.
  - 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.

## **Key Areas of Work**

### **Teaching and Learning**

The post holder will be expected to:

1. To provide support and guidance to students (and staff working with them) by removing the barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential.
2. Provide clerical/administrative support (e.g. typing, photocopying, display, collection and recording of money etc.) and undertake basic record keeping in respect of student learning, behaviour, child protection etc as directed in order to support the teacher to deliver the specific learning programmes set for each student.
3. Be aware of and comply with policies and procedures relating to child protection, health, safety, security and confidentiality reporting all concerns to an appropriate person to ensure students' wellbeing.
4. Contribute to the overall work/aims of the Academy and appreciate and support the role of colleagues and other professionals to enable the Academy to fulfil its development plans etc.
5. Undertake training and other learning activities and attend relevant meetings (within contracted hours) as required to ensure own continuing professional development.
6. Ensure the maintenance of a clean, orderly and safe working environment making sure that equipment/resources/materials are set out on time and as per instructions received and used safely to enable students to meet their learning targets.

### **Professional Standards and Development**

The post holder will be expected to:

7. Be a role model to students through personal presentation and professional conduct.
8. Be familiar with the Academy and Department handbooks and Departmental Portfolio contents and support all the Academy's policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.
9. Establish effective working relationships with professional colleagues and associate staff.
10. Matters' to implement the Children Act 2004, and the role of the education service in protecting children.
11. Be familiar with and implement the relevant requirements of the current SEN Code of Practice, DDA and Access to Work.

### **Health & Safety**

The post holder will be expected to:

12. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
13. Co-operate with the employer on all issues to do with Health, Safety & Welfare.

### **Continuing Professional Development**

The post holder will be expected to:

14. Undertake any necessary professional development as identified in the Academy Improvement Plan taking full advantage of any relevant training and development available.

| Person Specification  |           |           |                            |
|---|-----------|-----------|----------------------------|
| Qualifications and Training   | Essential | Desirable | Method of assessment       |
| Hold a good standard of general education (i.e. NVQ level 3 or equivalent minimum);   | X         |           | Application Form/Interview |
| Evidence of Continuing Professional Development relevant to the role.   | X         |           | Application Form/Interview |
| Experience and Knowledge  | Essential | Desirable |                            |
| Good numeracy and literacy skills   | X         |           | Application Form/Interview |
| Experience of supporting pupils/students of differing abilities and backgrounds.  | X         |           | Application Form/Interview |
| Knowledge of policies and procedures relating to child protection, health, safety, security, equal opportunities and confidentiality. | X         |           | Application Form/Interview |
| Skills and Attributes   | Essential | Desirable |                            |
| Demonstrable ability to relate well to children and adults, understanding their needs and being able to respond accordingly.          | X         |           | Application Form/Interview |
| Demonstrable ability to communicate effectively in both oral and written form.  | X         |           | Application Form/Interview |
| Good influencing skills to encourage students to interact with others and be socially responsible.                                    | X         |           | Application Form/Interview |
| Excellent facilitation and presentation skills suitable up to and including senior managers.  | X         |           | Application Form/Interview |
| Data and IT literate with good IT skills.   | X         |           | Application Form/Interview |
| Excellent organisation and time-management skills - needed for prioritising and balancing a busy and varied workload.                 | X         |           | Application Form/Interview |
| Empathy and emotional intelligence - in order to recognise and be sensitive to the needs of pupils/students and parents.              | X         |           | Application Form/Interview |
| Qualities   | Essential | Desirable |                            |
| Confident in operating flexibly and pragmatically in the face of shifting expectations and pressures.                                 | X         |           | Application Form/Interview |
| Personal and professional authority and resilience.   | X         |           | Application Form/Interview |
| Empathetic, tactful and diplomatic.   | X         |           | Application Form/Interview |
| Solution focused, working collaboratively and collegially with colleagues and stakeholders.   | X         |           | Application Form/Interview |
| Excellent inter-personal skills.  | X         |           | Application Form/Interview |

## Terms of Appointment

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Contract type                      12 months Fixed term Full Time

Grade and Salary range                      Main pay scale

Annual leave                      Teachers T&C