



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 a 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



The Post(s)	
Job Title:	Learning Mentor – SEN Support
Reference:	Post number
Reports to:	Assistant Principal: Director of Inclusion
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

Contract type	Permanent full-time, term time only
Grade and Salary range	Academy band C – Band D subject to experience £18,517 – 20,893