

Role Profile

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| POST TITLE | Learning Mentor (aligned to Teaching Assistant/ Learning Support Assistant Level 2) |
| Purpose: | <ul style="list-style-type: none"> To support pupils with Special Education Needs and/ or Disabilities/ learning difficulties both within the classroom and on a small group intervention basis. To coordinate and deliver 1:1 and small group interventions, under the professional direction of a qualified teacher, including planning, preparing, assessing, recording and reporting on development, progress and attainment. To complement and support the professional work of teachers by developing strategies to support pupils in the classroom and sharing these with classroom teachers. To support and lead team meetings with TAs to develop their support practice. |
| Reporting to : | SENDCO or Class Teacher |
| Liaising with: | SENDCO, Class Teacher or Pastoral Team |
| Working Time: | 34.5 hours a week (39 weeks). Working hours 8.15am -3.15pm (3 days a week), with later finish of 4.15pm 2 days a week to support pupils after school. |
| Salary/Grade: | HCC Grade C |
| Disclosure level: | Enhanced |

Role Requirements

Accountabilities

- To work with teachers in identifying, advising, supporting and reviewing the implementation of teaching and classroom strategies (including those defined in pupil support plans)
- Deliver intervention programmes for identifies pupils either 1:1 or in a small group
- Act as a support mentor for a small group of pupils (where pupils are subject to change)
- Supporting a named TA or small group of Tas and leading regular team meetings
- Training TAs through sharing expertise.
- Developing expertise within an area of SEND determined as a need within the department
- Supporting and inputting to professional development of college staff during in-service activity
- Supporting quality assurance programmes including book looks, walk throughs and collating pupil voice
- To work with a range of pupils, in classroom settings, 1:1 and in small groups
- To support pupils across a range of subject areas
- Monitoring and recording progress
- Assessing the needs of pupils, including those with SEND and unidentified learning needs
- Provide accurate feedback and reports on pupil progress and achievements
- Liaising with parents/ carers
- Work alongside teachers to devise and implement strategies to support pupils within the classroom (including supporting the implementation of strategies named on pupil support

plans)

- Advise on the deployment of specialist equipment
- Acting as a support in the classroom
- Assist planning for pupils with SEND in collaboration with teachers
- Supporting and facilitating additional screening tests as appropriate and directed by the SENDCO
- Help differentiate resources and model differentiation to support teaching staff
- Provide feedback to pupils
- Disseminate knowledge and understanding of good practice to support the learning of pupils with SEND and other pupils who have been identified as needing additional support
- Review progress of pupils against learning programmes
- Make judgements about pupil needs and, with the support of the relevant Year Team and SENDCO, create short term support plans for pupils
- Attending meetings concerning named young people
- Taking a lead role in maintaining excellent communication with parents of pupils that they are directly working with
- Supporting the induction of new teaching assistants
- Providing break time supervision for small groups
- Contributing to annual review meetings, both through written reports and meeting attendance
- Support extra-curricular policies
- Support pupils afterschool on a rota basis
- Maintaining an awareness of the college, national and statutory policies and requirements and applying these in the workplace
- To play a full part in the life of the College community, to support its distinctive mission and ethos, and to encourage and ensure staff and pupils follow this example
- To continue to personal development as agreed
- To engage actively in the performance review process
- To conduct support activities with pupils that have been designed by specialist teachers or external agencies, e.g. occupational therapy, speech and language therapy, physical or sensory therapies as directed and reasonable for in a school setting
- Any other duties as many reasonably be allocated by the Headteacher or SENDCO

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Key Decision making areas in the role

- A Learning Mentor, whilst working under the general direction of the SENDCO will work unsupervised with small groups and without the close presence of a teacher and will implement intervention plans, deal with pupil behaviour within small groups and make judgements about pupil progress/ pupil needs.
- The shape of a Learning Mentor's work will be broadly determined by the SENDCO and may change due to changing pupil needs and circumstances
- A Learning Mentor will make decisions about support pupils need within the classroom, and will offer support and advice to teachers about strategies to implement in their classrooms to support named pupils
- A Learning Mentor will help write pupil support plans in school and review these with the relevant Year Team and SENDCO

The role dimensions

- Role dimensions vary according to the experience of the Learning Mentor
- Written reports required from Learning Mentors are detailed and complicated especially if they are

addressing complicated pupil needs

- The role will require a good level of IT proficiency and be flexible and open to trialling new technology

The main contacts

- Internal (in college) – pupils, other colleagues, teachers, pastoral teams, head teacher, special needs governor, other members of governing body
- External – parents, specialist teacher advisory, EP services

Working conditions

- College and classroom based learning environment (sometimes significantly constrained in terms of space/equipment/seating) – responsibility, with teacher, for removing barriers to learning
- Moving around the school and classrooms throughout the day to support a range of pupils. Learning Mentors will move between classrooms throughout each lesson and between lessons to support a variety of pupils across the school site.
- External working on trips, educational visits etc.
- Expected to maintain behaviour management standards of some children, some of whom can be especially challenging and difficult, and deal with racial/abusive language and bullying
- Maintain a high standard of health and safety at all times, in order to ensure that pupils and colleagues are protected from hazards, within the framework of relevant risk assessments.
- Manual handling responsibilities.
- It has a high confidentiality component and needs to hold the trust and confidence of both the pupils and teachers. It acquires information on child protection/family sensitive issues which must be treated carefully and appropriately

Necessary role related knowledge, skills and experience

- Empathy with pupils and sympathetic of their needs
- Excellent literacy and numeracy skills
- Training in relevant learning strategies for pupils with additional learning needs, e.g. dyslexia, ASD, ADHD, numeracy needs, communication and language needs...
- Understanding of statutory framework relating to safeguarding
- Good communication skills and able to clarify and explain instructions clearly
- Can use ICT effectively to support learning
- Professionally discreet and able to respect confidentiality on particular issues
- Well develop inter-personal skills and a sense of humour enabling effective relationships with a variety of people
- Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.

Role requirements for operational effectiveness

- Firm, sensitive and effective approach towards pupil discipline
- Good organisational ability
- Able to work with teachers in identifying, advising, supporting and reviewing the implementation of teaching and classroom strategies (including those defined in pupil support plans)
- Able to implement behaviour management plans where appropriate
- Able to monitor, evaluate and record pupil progress

- Competent in working with a small group of pupils and 1:1 with pupils without the direct supervision of a teacher
- Ability to motivate and encourage children appropriately
- Ability to work independently and with initiative
- Ability to establish and maintain good relationships and rapport with other colleagues in the college and external contacts
- Mentoring and support for other TAs
- Able to, with the overall direction of the SENDCO, to take responsibility for meetings with external contacts
- Constantly improve own practice/ knowledge through self-evaluation and learning from others
- Flexibility in relation to tasks undertaken and groups/ children allocated

Context/ Additional Information

- This role has a highly confidential component and requires the post holder to gain and maintain the trust and confidence of pupils and their families. The post holder may be afforded access to child protection/ family sensitive information and will be required to treat this accordingly.
- The post holder require a high degree of integrity and a full understanding of the confidentiality of the issues with which the role holder will deal with both pupils and staff.