

JOB DESCRIPTION

Post: Learning Support Mentor
Scale: Grade 6

Main job purpose:

- To assist the Principal/Headteacher/SENCO to promote individual pupils' academic, social and emotional development through the development and implementation of programmes of pupil work and support and in the provision of a stable, caring and supportive learning environment; to enable the pupil(s) to achieve their full learning potential and facilitate their personal, academic, social and moral development.
- To supervise and support pupils who are engaged in learning activities during the short-term or unforeseen absence of their usual class or subject teacher. Such work will have been set in accordance with the school policy.
- Have high expectations of all pupils and respect for their social, cultural, linguistic, religious and ethnic backgrounds.
- To be deployed on a daily or short-term basis to cover the short-term absence of a teacher. Deployment may therefore change on a daily basis. To work as part of a team to help the development of the effectiveness of this role.
- To work with individual students or small groups of students outside the classroom to enable them to overcome a range of barriers to learning.

Main responsibilities and duties:

- Work with selected pupils or small groups of pupils outside the classroom situation.
- Develop 1:1 mentoring arrangements with pupils which enable the pupil to agree plans and targets to move forwards
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
- Provide support to pupils to enhance their emotional health and well-being (EHWB)
- Help pupils to follow individual Education Plans where appropriate
- Challenge and motivate pupils
- Promote and reinforce self-esteem
- Act as a positive role model
- Liaise with parents/carers as appropriate
- Network with other learning mentors, teachers and professionals, e.g. educational psychologist
- Take sole charge of a group or class of pupils in the short term or unforeseen absence of their usual teacher.
- To escort pupils to school or parental transport, home or to hospital as necessary and/or support in the integration/re-integration of the pupil
- To develop an understanding of and provide for pupils' specific personal needs to ensure a safe learning environment. This may include providing some direct personal care, support and assistance to the pupil in respect of toileting, eating, mobility and dispensing medication.
- To work with pupil groups, using a range of strategies to gain acceptance and inclusion of pupils with special educational needs.
- Support pupils' access to learning using appropriate strategies, resources etc.
- Provide feedback on pupil's progress as required
- Maintain records as agreed with other staff, contributing to reviews as requested

- Assist in the implementation of strategies, before, during and after school, to promote positive behaviour and attitudes
- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
- To assist in the preparation for educational visits, and where appropriate accompany/supervise students undertaking off-site activities.
- Registering attendance in accordance with school policy.
- Maintain accurate student attendance and lateness records on the SIMS Net Attendance Module on a daily basis.
- Follow up student absences and lateness by In-touch/telephone or other means, on a daily basis with guidance from relevant colleagues, making appropriate referrals.
- To supervise pupils using cloakrooms, showers and toilet facilities. Supervise pupils in playgrounds and when entering and leaving using school transport.
- Responsible for supervising the activities of pupils during the midday sessional break within school, including both indoor and outdoor areas, ensuring a safe environment is maintained at all times.
- To prepare the dining areas in preparation for student meal times including setting up and taking down of furniture.
- To undertake first aid training where required and undertake first aid duties.
- To attend and contribute to school staff meetings and in-service training within contracted hours or outside normal hours by agreement.
- To contribute to the process of school self-review.
- To liaise with parents and other professional agencies in support of pupils' needs.
- To assist in the supervision of Standard Assessment Tasks and tests / assessments as directed.
- To adhere to and execute school policies and procedures where appropriate.
- Under the direction of the Head teacher/Principal/SENCO and/or individual teaching staff, to assist in the development of Individual Education Plans (IEPs) for pupils with special educational needs and contribute to IEPs.
- Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.
- Contribute to the implementation of the National and/or Foundation Curriculum and specific individual pupil targets and/or group targets.

Knowledge and skills

- Know and behave in a way that shows an understanding that positive and encouraging relationships with children and adults is the foundation to helping them be successful.
- They must have achieved a qualification in English/literacy and mathematics/numeracy e.g. GCSE Grade C or equivalent.
- Have secure IT skills with the ability to not only apply these skills to a range of software but also use these skills confidently to create patterns of work or routines to solve problems or complete tasks more efficiently.

Working Environment

- Most of the working day is spent standing, with periods of crouching / bending to engage pupils in activities.
- There may be an occasional need to physically lift pupils such as for safety or care needs and occasional unpleasant conditions relating to pupils' personal hygiene needs.

- A normal school environment, with a variety of learning environments including classrooms and specialist areas, although the job holder may be involved in external school activities, such as swimming and educational visits.
- The key responsibilities and duties sets out the area of work in which duties will generally be focused, and gives an example of the type of duties that the post holder could be asked to carry out.

PLEASE NOTE that this is for guidance only. Post holders are expected to be flexible and may be required to operate in different areas of work/carry out different duties as may be reasonably assigned by the Principal/Headteacher.

Other duties

- To have due regard for safeguarding and to follow child protection policies and procedures adopted by Sherborne Area Schools' Trust.
- Understand the importance of inclusion, equality and diversity and to promote equal opportunities for all.
- Uphold and promote the values and ethos of the academy.
- Take a proactive approach to health and safety to minimise and mitigate potential hazards and actively contribute to the security of the school.
- Participate in workplace learning and development opportunities and work to continually improve own and team performance.

Safeguarding Responsibilities for this post

Safeguarding responsibilities associated with this role will include engagement in regulatory activity, such as administering first aid or supporting an upset child. It will have some contact with young people on a day-to-day basis. SAST is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and the post is subject to safeguarding checks, including an enhanced DBS check and Children's Barred List check. The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020