

Lytchett Minster School

Job Details and Person Specification



Post: Learning Mentor (Student Support Centre)

Job ref: XS 10a Dorset Grade 5

Reports to: Head of Inclusion

Main job purpose

The primary purpose of the Learning Mentor is to provide support in addressing the needs of a case load of students within KS3 and KS4 with general special educational needs to overcome a range of barriers to learning. The Learning Mentor will support young people with SEND 1:1, in small group arrangement and in the classroom. These students may be on a reduced school timetable to facilitate this intervention. The postholder will need to liaise with teachers regarding the support the young person needs. Key areas will include pre-teaching key terms (tier 2 & 3 language), revisiting and over learning areas of the curriculum. The learning mentor will have allocated time to plan sessions and prepare resources.

The Learning Mentor will be linked to The Student Support Centre (SSC), which is located in the Lulworth block, and will be based in the SSC area. The attractive facilities include specialist teaching areas equipped with computers alongside smaller interview/work rooms.

The team consists of the Special Education Needs Co-ordinator (SENDCo, who is also our Head of Inclusion), Deputy SENDCo and a team of excellent, enthusiastic and friendly teaching assistants and is ably supported by an Administrative Assistant.

We have about 260 students on the SEN register with a wide range of learning and behavioural needs. Teaching Assistant time is generally spent in the classroom supporting a small number of students with learning or behavioural needs. The postholder will predominantly work in the SSC and will be working individually with students, working with students in small groups and working with other parties/agencies including parents, where needed.

Main job details

To support the teaching and learning processes. To assist the SENDCo and team in developing, implementing and managing individual/group student learning strategies aimed at the

- Supporting students who have barriers to their learning and making progress
- establishing and maintaining of relationships with individual students and groups in support of students in learning activities
- continuous review and development of professional practice
- Inclusivity of students with identified SEND needs

There are a number of established tasks including:

Support for students

- Work with selected students out of the classroom situation. This could include students excluded from or otherwise not working to a normal timetable
- Develop 1:1 mentoring arrangements with students which enable the student to agree plans and targets to move forwards

- Provide information and advice to enable students to make choices about their own learning/behaviour/attendance
- Provide support to students to enhance their emotional health and well-being (EHWB)
- Help students to follow individual Education Plans where appropriate
- Assist in organising and running small group interventions
- Promote the speedy/effective transfer of students across phases/integration of those who have been absent
- Challenge and motivate students
- Promote and reinforce self-esteem
- Receive and supervise students excluded from, or otherwise not working to, a normal timetable
- Act as a positive role model
- Liaise with parents/carers as appropriate
- Network with teaching assistants, teachers and external professionals
- Keep weekly records of students' progress

Under the guidance and direction of the Head of Inclusion:

- Develop, maintain and apply knowledge and understanding of students' general and specific learning needs. To ensure that support is given to them at an appropriate level.
- Supporting and directing tasks, clarifying and explaining instructions
- Focus support in areas needing improvement both academic and social.
- To support the use of ICT and work with and support students to ensure they are able to use ICT and other specialist equipment to enhance their learning.
- Motivate and encourage students to concentrate on and fulfil the tasks set.
- Undertake learning activities with students of varying abilities to ensure differentiation and access to the curriculum.
- Seek to ensure the promotion and reinforcement of students' self-esteem, appropriate levels of effort and behaviour and to guide students to become independent learners.
- Contribute to the assessment of students' learning.
- Contribute to the implementation of the National Curriculum and specific individual students' targets and/or group targets.
- To promote students' academic, social and emotional development and assist teaching staff in the development of learning strategies, with the provision of teaching and learning resources and in the preparation and maintenance of a safe, secure and suitable learning environment.
- Assist in the development, monitoring and evaluation of programmes of work.
- To upkeep data files and use I.T. systems for administration and educational purposes.
- Contribute to and assist in the development and monitoring of systems for review and recording of students' progress, both academic and social.
- Assist in the preparation for educational visits, and where appropriate accompany/supervise students undertaking off-site activities.
- Attend and contribute to school staff meetings and in-service training within contracted hours or outside normal hours by agreement.
- Contribute to the process of school self-review.
- To liaise with parents and other professional agencies in support of students' needs.
- To provide care and supervision of students in the SSC, within the school and outside of the school.
- Develop an understanding of and provide for students' specific personal needs to ensure a safe learning environment.
- To assume sole supervision of groups of students.

- Under the direction of Health Service professionals, undertake activities in support of occupational, physio and speech therapy.
- Under the direction of teaching staff and, where appropriate, to assist in the development of Education Plans for students with special educational needs and contribute to student profiles.
- To undertake a key worker role when required.
- To work with student groups, using a range of strategies to gain acceptance and inclusion of students with special educational needs.
- To assist in the supervision of Standard Assessment Tasks and tests / assessments as directed
- To assist in the preparation and maintaining the learning environment
- To contribute to the assessment by the teacher of student performance in maintaining records of student performance and achievement, noting areas of weakness and need for development and drawing to the teacher's attention areas requiring further review.
- To observe and comment upon student performance, conduct, behaviour and interaction with peer group and parents.
- To contribute to the planning and evaluation by the teacher of individual (and group) student's learning activities.
- To undertake continuous professional development
- Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

Support for the teacher

- Support student's access to learning using appropriate strategies, resources etc.
- Provide feedback on student's progress as required
- Maintain records as agreed with other staff, contributing to reviews as requested
- Assist in the implementation of strategies to promote positive behaviour and attitudes

Support for the curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to students responses/needs
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for students to broaden and enrich their learning

Support for the school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equal opportunities and data protection, reporting all concerns to an appropriate person
- Contribute to the overall ethos/work/aims of the school
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Supervise students on visits, trips and out of school activities as required
- Clerical/admin support e.g. dealing with correspondence, making phone calls etc.
- Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

Person Specification

- 5 GCSEs (or equivalent) including English, Maths and Science at grade C or above
- Further educational qualifications may be an advantage
- HLTA status, or NVQ level 2 or 3, or BTEC in Learning Support would be an advantage
- Be able to apply consistently a range of school policies, particularly those regarding health and safety, equal opportunities, behaviour management, child protection and special educational needs
- An understanding of and ability to use a range of strategies to deal with classroom behaviour as a whole and also individual behavioural needs
- High level of literacy and numeracy
- Sound interpersonal and supervisory skills
- The ability to work with young people and colleagues at all levels
- Previous relevant experience within a secondary school environment would be an advantage

Conditions of Service

Salary Grade:	Grade 5 (spinal column points 4-6)
Salary:	£24,790 - £25,183 per annum
Contractual hours:	30 hours per week (8.30am – 3.30pm, Monday-Friday)
Contract type:	Permanent
Contractual weeks:	Term time only
Annual Leave:	Leave entitlement including bank holiday payments included in salary – <u>no</u> entitlement to take leave during term time