



DRAFT JOB DESCRIPTION

JOB TITLE:	Learning Mentor
GRADE:	Grade B
WORKING WEEKS/ HOURS:	39 weeks; 30.75 hours per week
TIMES WORKED:	8.15am–4.00pm Monday and Thursday 8.15am–3.00pm Tuesday, Wednesday and Friday
BASE:	Additional Support Department – Deer Park School

ORGANISATIONAL ARRANGEMENTS:

Job holder: to be appointed

Reports to: SENCo

GENERAL STATEMENT

To represent Wildern Academy Trust in a positive manner and to treat all visitors with respect, courtesy, and consideration, to ensure that every effort is made to satisfy reasonable requirements and assist in the maintenance of an attractive welcoming campus.

To carry out duties correctly and promptly in a good working atmosphere and to assist in the creation of a safer environment by adhering to Health and Safety Regulations and agreed Codes of Practice for Wildern Academy Trust employees. Attendance at training courses may be required as part of professional updating.

JOB PURPOSE

- To foster the participation of students in the social and academic processes of a school. To seek to enable students to become more independent learners whilst aspiring towards the best possible outcomes.
 - To support students with Special Education Needs and/ or Disabilities both within the classroom and on a small group intervention basis.
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RESPONSIBILITIES/ACCOUNTABILITIES:

Learning Mentor

- To work with a range of students across all subject areas, in classroom settings and in small groups
- To take into account the additional needs involved in order to aid the students to learn as effectively as possible, both in group situations and on their own, e.g.:
 - clarifying and explaining instructions;
 - ensuring students are able to use equipment and materials provided;
 - motivating and encouraging students as required;
 - meeting physical needs while encouraging independence;
 - liaising with class teacher to devise complementary learning activities.

- To provide regular feedback about the students to the teacher
- To develop methods of promoting and reinforcing students' self-esteem
- Discuss with subject teacher, SENCo/Lead Learning Mentor of any difficulties and problems that arise in class
- Review progress of students against learning programmes
- Contributing to annual review meetings, through written reports
- To support break/ lunch time duties as required
- Support extra-curricular policies and afterschool on a rota basis
- To conduct support activities with students 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

Key Decision making areas in the role

- The shape of a Learning Mentor's work will be broadly determined by the SENCO and SEND Administrator/ Lead Learning Mentor and may change depending on students' needs and circumstances
- A Learning Mentor will work alongside the teacher to support students' needs within the classroom.

The role dimensions

- Role dimensions vary according to the experience of the Learning Mentor
- The role will require a good level of IT proficiency and be flexible and open to trialling new technology

The main contacts

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

Working conditions

- External working on trips, educational visits etc.
- Maintain a high standard of health and safety at all times, in order to ensure that students and colleagues are protected from hazards, within the framework of relevant risk assessments
- Manual handling responsibilities

Necessary role related knowledge, skills and experience

- Empathy with students and sympathetic of their needs whilst pushing for the best possible outcomes and maintaining high expectations
- English and Maths GCSE at Grade C or above / Levels at Grade 4 or above
- Understanding of statutory framework relating to safeguarding
- Can use ICT effectively to support learning
- Professionally discreet and able to respect confidentiality on particular issues
- Well-developed inter-personal skills and a sense of humour
- Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.

Role requirements for operational effectiveness

- Good organisational ability
- Competent in working with a small group of students without the direct supervision of a teacher
 - Ability to motivate and encourage children appropriately
 - Ability to work independently and with initiative
 - Constantly improve own practice/ knowledge through self-evaluation and learning from others
- Flexibility in relation to tasks undertaken and groups/ children allocated

NOTES

- The School and site is open between the hours of 7.00 am and 7.00 pm and Support Staff may be asked to carry out their duties during these hours in order to meet the operational needs of the school. Those staff who may be asked to work outside these times will have a note to that effect in their job description.
 - Hours of work/designated lunch times may be subject to change for operational reasons.
 - All applications for leave of absence, claims for additional hours, changes to published hours of working, etc. should be agreed and processed via the HR Manager and Headteacher to enable records to be kept.
 - If, at the time of interview for a post, an applicant has already booked a holiday (or other event), then that will be honoured up to six months after the starting date.
 - No other holidays will be granted during term time without a very **exceptional** reason. Notice must be given in writing at least 6 working weeks in advance.
 - In exceptional cases where time off is granted it will either be as
 - (a) unpaid leave, or
 - (b) time made up in lieu (by negotiation).
 - There are other occasions when the Headteacher may grant leave (unpaid or time made up in lieu)
 - (a) Overtime has been worked by agreement with the Headteacher.
 - (b) To attend a special event e.g. graduation.
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FLEXIBILITY STATEMENT

The content of this Job Description represents an outline of the post only and is therefore not a precise catalogue of duties and responsibilities. The Job Description is therefore intended to be flexible and is subject to review and amendment in the light of changing circumstances, following consultation with the post holder.

PERFORMANCE REVIEW (IPP)

All support staff undertake an annual Individual Performance Planning cycle (IPP) in line with school policy and practice. This postholder's IPP would be line managed and undertaken by the SENCo.

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Date Prepared:	7 th March 2022
Prepared By:	Miss M L Litton – Executive Headteacher
Date Reviewed:	
Reviewed By:	