



JOB PROFILE

Department:	Education	
Job title:	LEARNING MENTOR	
Reports to:	ASSISTANT HEAD OF EDUCATION	
Responsible for:	n/a	
Level/Grade:	Hours of work: 30hrs per week	Salary Scale: NJC 10 – 14 (L1) and 15 -18 (L2) FTE £15,441 - £17,894 pro-rated £10,764 – £12,474

Job Purpose:

To provide individual support to pupils and students to improve engagement in learning, remove barriers to learning, improve attainment, and promote their self-confidence and emotional well-being.

Job Description

Key Accountabilities:

1. Identifying changes in the developmental needs of pupils and bringing these matters to the attention of the appropriate teaching staff.
2. Keeping up to date with information regarding pupil needs and the content of their IEP's if appropriate.
3. Building positive relationships with pupils and providing an exemplary role model to encourage them to develop good social skills and become as independent as possible for each individual.
4. Working independently with small groups of pupils when required, following the learning programme designed by the teacher ensuring the health and safety and welfare of the group.
5. Supporting the ethos of the school by implementing the Behaviour policy and school expectations.

Main Duties and Activities

1. To support pupils and students as individuals or in groups, following the direction and guidance of teachers, to enable them to complete the work to their full ability.
2. To support pupils and students both in the classroom and elsewhere to encourage independence, maintain personal confidence and enable full potential to be reached ultimately with the minimum of supervision.
3. To support and assist pupils and students with social integration advising them on strategies to deal with problems they encounter, seeking appropriate professional help and advice when necessary through referral to appropriate teaching and therapy staff.
4. To work proactively with new pupils/students, assisting in a successful transfer and transition to St Dominic's School.
5. To develop and maintain effective and supportive relations for pupils/students.
6. To assist in the development and implementation of behavioural improvement and support plans.
7. To support the teaching staff in the preparation of lessons in advance, to gain familiarity with the work to be

covered and design appropriate teaching aids.

8. To create learning materials as agreed with the teacher following guidance to ensure maximum access to the lesson material for pupils.
9. Identify specific, individual issues of concern for pupils/students and also positive feedback to be shared with teaching staff.
10. To keep a record of events and progress, bringing issues of concern to the class teacher to ensure full pupil data is available to inform pupils' assessment and future planning.
11. To provide practical help and support with personal care needs where identified, and with developing independence. Administer medication and follow basic medical procedures as instructed following appropriate training (where applicable).
12. To supervise pupils when required during non-teaching times of the day to ensure their health and safety.
13. To attend meetings as appropriate.
14. To undertake other reasonable duties of a similar level and nature to the post as requested.

Responsibility

1. To support pupils and students as individuals or in groups, following the direction and guidance of teachers, to enable them to complete the work to their full ability.
2. Keep up to date with information regarding pupil and student needs and the content of their PLPs if appropriate.
3. Build a positive relationship with pupils and students and provide an exemplary role model to encourage them to develop good social skills and become as independent as possible for each individual.
4. Work independently with individuals and small groups of pupils and students when required, following the learning programme designed by the teacher ensuring the health and safety and welfare of the group.
5. Support the ethos of the school by implementing the Behaviour policy and school expectations.
6. Operate within agreed professional, ethical and St Dominic's policy related boundaries when working with pupils/students and those involved with them.
7. Help pupils/students to overcome a crisis and deal with the consequences.
8. Keep up to date with current behaviour initiatives.
9. Keep up to date with current curriculum initiatives.

Decision making

1. When to refer matters to the behaviour and inclusion leads (the Head of Inclusion, Safeguarding and Wellbeing and the Assistant Heads).
2. Which information is to be kept confidential – particularly sensitive pupil/student matters.
3. Day to day management of pupil/student behaviour in groups, socially or in a 1-1 situation.
4. When a pupil's/student's progress should be brought to the attention of teachers during the delivery of a specified programme of study.

Contacts and reasons for the contact

Teachers – to assist them in planning, preparing materials, delivering learning programmes planned by the teacher and assessing pupils’ and students’ progress and effectiveness of the session.

Pupils/students – to support, assist and enable them to access the curriculum to their fullest ability and to understand how special needs impact on behaviour and learning. To develop strategies to help pupils and students to overcome these barriers to learning. To care for their personal needs, maintaining dignity and respect. Encourage pupils and students to develop social and independence skills whilst providing support when it is needed.

Principal and Senior Managers – to report on actions and recommendations as a result of any responsibility for a particular area of expertise. To report any serious concerns after liaising with the teacher. To take a full part in whole school planning as part of the team.

Other staff – to work as part of a team with other classroom assistants and specialist staff such as therapists to keep them informed of areas of concern and pupils needs, particularly when handing over at the end of the session or day.

Person Specification

Criteria

Key - Essential = E, Desirable = D, Assessed by Interview – I, Assessed by Application Form = A

Qualifications and Training

• GCSE English or equivalent.	E	A
• GCSE Maths or equivalent.	E	A
• Induction to learning support work – school based or LEA.	D	A
• NVQ 2 in learning support or similar.	D	A
• First aid training.	D	A
• Specialist accredited training such as dealing with autism, signing, language development, Specific Learning Difficulties (SpLD)/Dyslexia and others.	D	A

Knowledge and Experience

• Experience of dealing in developing positive relationships with children and young people.	E	I
• Ability to work as part of a team and independently.	E	A, I
• Coaching/working with others to learn skills or knowledge in a formal or informal setting.	D	I
• Experience of supporting pupils with special needs to encourage independence.	D	A
• Experience of working in a school setting.	D	A

Skills and Abilities

• Good organisation/prioritisation skills.	E	I
• Good verbal communication.	E	I
• Demonstrates an understanding of a specialist area of related work i.e. a curriculum area.	D	A
• Can demonstrate a specialist skill to support a technical area or work with pupils who have specific difficulties.	D	A
• Knowledge of school practices and policies for supporting pupils, in particular SEN.	D	A, I
• Ability to manage oneself and develop the role so that it contributes effectively to the work of the teacher and raises standards of attainment of pupils.	E	I

Personal Attributes		
<ul style="list-style-type: none"> • To want to make a difference to the lives of children and young people with special needs. • Enthusiasm and initiative. • A calm, confident and resilient approach. • A good sense of humour. • Empathy with children. • Genuine commitment to the ethos and work at St Dominic’s School 	E E E E E E	I I I I I I
<p>This job description is not necessarily an exhaustive list of duties but is intended to reflect the range of duties the post-holder will perform. The job description will be reviewed regularly and may be changed in the light of experience and in consultation with the post holder.</p> <p>Date updated: September 2014</p>		