

### JOB DESCRIPTION

<b>JOB TITLE</b>	Learning Mentor
<b>EMPLOYER</b>	University of Brighton Academies Trust
<b>LOCATION (Academy)</b>	Lindfield Primary Academy
<b>RESPONSIBLE TO</b>	SENCO
<b>RESPONSIBLE FOR</b>	n/a
<b>MAIN PURPOSE OF THE JOB</b>	<ol style="list-style-type: none"> <li>1. To assess, support and work with individual and small groups of identified vulnerable pupils in consultation with the academy, family, carers and other professionals and the pupil themselves.</li> <li>2. To liaise and work effectively with the family, academy and other professionals to promote the wellbeing of the pupil</li> <li>3. To co-ordinate a package of services in and out of academy that will improve the pupil's behaviour, motivation, self-esteem and educational attainment.</li> </ol>
<b>MAIN TASKS / KEY RESPONSIBILITIES</b>	
<b>1</b>	To be responsible for promoting and safeguarding the welfare of pupils within the academy.
<b>2</b>	Manage, implement and review the strategy for the pupil and family work within the academy.
<b>3</b>	To help identify and prioritise vulnerable pupils who would benefit most from learning mentor interventions and/or family support work through information share during pupil progress meetings, parent meetings, from outside agencies and an ongoing dialogue with the Inclusion Manager, class teachers and other members of the inclusion team.
<b>4</b>	To address the needs of pupils who require support to overcome the barriers to learning they experience both inside and outside the academy, in order that they are able to achieve their full potential by creating appropriate action plans.
<b>5</b>	To support parents to become more resilient and independent in accessing support and participating in academy and community life (building social capital).
<b>6</b>	To meet and maintain contact with the families of the vulnerable pupils who have been identified for learning mentor support, to gain insight into the family and to support families to be the best parents they can be so that they are able to support their child's learning and well-being.
<b>7</b>	To run and evaluate supportive parenting groups for vulnerable families and plan for the needs of parents and carers

<b>8</b>	To work alongside the pupil, class teacher, and parents to set achievable targets.
<b>9</b>	To ensure that relevant activities and resources are provided and developed to create and maintain and attractive, stimulating, safe and secure environment for work with pupils and families.
<b>10</b>	To promote an open door policy for referred and non-referred pupils, including meeting pupils and families for ad-hoc or short term interventions.
<b>11</b>	To instigate positive mentoring relationships through the development of appropriate and creative interventions for the identified pupil, tailored to their needs, such as: support in class, 1:1, small group work.
<b>12</b>	Attend team around the child (TAC) meetings, team around the family meetings (TAF) and other CP related meetings when appropriate.
<b>13</b>	Transition work: Under the direction of the Inclusion Manager and Y6 Teachers, identify and support vulnerable year 6 pupils and their families moving to secondary. This may also involve liaising with secondary transition workers to arrange visits / individual pupil meetings.
<b>14</b>	To accompany pupils and parents on visits to the doctors or to visit an academy if necessary.
<b>15</b>	To work closely with families, providing a means for smooth and effective communication between the academy, families and other agencies.
<b>16</b>	To undertake direct work with pupils and the families/carers.
<b>17</b>	To provide support and advocacy for parents/carers as appropriate
<b>18</b>	To carry out home visits where appropriate.
<b>19</b>	To co-facilitate and deliver nurture groups
<b>20</b>	To produce accurate and up to date records and reports, including monitoring and evaluation activities as required, in line with academy policies.
<b>21</b>	To ensure all child protection information including records, files and minutes is stored confidentially and kept in line with legislation standards and that information is passed on to those people for whom it is relevant.
<b>22</b>	Collate qualitative and quantitative data, share information sensitively and maintain records to facilitate monitoring and evaluation, such as Holistix, the provision map and own records to support the SENCo.
<b>23</b>	Under the direction of the Principal/SENCo, review and assess the learning mentor caseload and regularly share relevant information concerning the pupil and intervention methods used.
<b>24</b>	To organise and plan sessions such as social skills and fine and gross motor groups.
<b>25</b>	To deliver programmes provided from external and internal therapists.
<b>26</b>	To take a lead role in co-ordinating reviews of pupils' progress, including liaising with other agencies as appropriate
<b>27</b>	To support the SENCo with referrals to outside agencies.
<b>28</b>	To teach and deliver Intervention Programmes for SEN pupils in groups, 1:1, or within a class setting.

29	To differentiate and create learning resources to meet the complex needs of the pupils, supporting teaching assistants with resources and advice
30	To co-lead the Forest School with a team of colleagues to provide alternative learning opportunities to pupils. To assist with the emotional wellbeing and support of our vulnerable children in Forest School.
31	To work as a Teaching Assistant supporting pupils in a classroom environment, including those with special educational needs.
32	To attend observations and assessments of pupils with special educational needs as required by the SENCo and DSLs
33	To use ICT to support you in your role, and in your work with pupils
34	To attend academy/department meetings to contribute to the discussions about individual pupils as directed.
35	To attend parents' meetings as required, and contribute to the discussions about individual pupil's progress.
36	To attend appropriate training, meetings, supervision and appraisals to support the role of learning mentor as required.
37	To provide consistent and effective support in line with the requirements and responsibilities of your role.

This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may however be changed or added to as appropriate.

There may also be the need for staff to undertake additional duties from time to time, appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder.

**Date: April 2019**

#### **Additional Information**

- This post is subject to an Enhanced DBS Check
- This post is exempt from the Rehabilitation of Offenders Act (1974) – applicants must be prepared to disclose all criminal convictions and cautions including those that would otherwise be spent under the Act.

**University of Brighton Academies Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.**

## **PERSON SPECIFICATION**

### **ESSENTIAL CRITERIA**

#### **EDUCATION AND QUALIFICATIONS**

1.1 NVQ Level 3 for Teaching Assistants or equivalent

#### **KNOWLEDGE AND EXPERIENCE**

2.1 Sound knowledge of SEN Code of Practice.

2.2 Knowledge of academy policies on Child Protection, Health & Safety, Behaviour, Teaching and Learning and Equal Opportunities.

- 2.3 Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment.
- 2.4 Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils.
- 2.5 Sound knowledge of literacy and numeracy strategies.
- 2.6 Experience of working as a Teaching Assistant (or equivalent) supporting pupils in a classroom environment, including those with special educational needs.
- 2.7 Experience of using Information Technology to support pupils in the classroom.

### **KEY SKILLS AND ABILITIES**

- 3.1 Ability to plan, deliver and evaluate interventions.
- 3.2 Ability to deliver programmes provided by therapists.
- 3.3 Ability to facilitate and contribute to team meetings.
- 3.4 Ability to produce accurate and up-to-date records and reports as required.
- 3.5 Ability to undertake observations and assessments of pupils with special educational needs.
- 3.6 Ability to differentiate learning resources to meet the complex needs of the pupils

### **PERSONAL ATTRIBUTES**

- 4.1 Willingness to participate in further training and developmental opportunities offered by the academy and county, to further knowledge.
- 4.2 Willingness to attend INSET days and some after academy meetings on a paid basis.
- 4.3 Willingness to maintain confidentiality on all academy matters.

### **DESIRABLE CRITERIA**

- 1.1 STAC or other NVQ Level 4 equivalent courses