Job Description

Learning Mentor

For more general information about working at GWA please refer to the Candidate Information Leaflet and the Information for Applicants issued with this job description.

Job Title	Learning Mentor *32 hours 30 mins per week (8.20am to 3.10pm daily, 20 mins lunch)* *39 weeks per year (includes 5 TD Days)*
Accountable To	SENDCo
Job Purpose	To support students to learn effectively, whatever their need, and to help ensure they make exceptional progress
Salary	NJC scale 7-10, £13.69 - £14.35 per hour (based on £26,403 - £27,694 FTE) Actual salary would be £19,955 to £20,917
Start Date	As soon as possible

This job description details the responsibilities of the post but does not direct any particular priorities or amount of time to be spent carrying out the duties. It is not prescriptive, nor necessarily a comprehensive definition of the post. As such, it may be subject to amendment, after consultation, to meet the changing needs of the Academy and the Multi Academy Trust (MAT).

Great Western Academy is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff to share this commitment and undergo appropriate checks. All posts within the trust are therefore subject to an enhanced DBS and barred list check.

1. Key Outcomes

- To be part of the SEND team which ensures high quality education for all students with additional needs, so that all students find their learning challenging, engaging and motivating
- To support, challenge and motivate all students with additional needs in realising their full potential by offering exceptional support for their learning within and beyond their immediate classroom
- To reassure and provide key information to parents/carers of students with additional needs, generating high levels of confidence in GWA's provision for their children
- To be willing to train in and be an ambassador for a particular SEND specialism as appropriate to their existing qualifications and experience, or their willingness to train as a specialist in a particular field.

2. Effective contribution to the Academy's SEND provision

- As deployed by the SENDCo, to support and teach students effectively in order to secure best progress, whatever their level of need
- To communicate with parents of students with additional needs, acting as a keyworker link where appropriate
- To support their own practice and that of the SEND team by ensuring the resources required for effective teaching in their field of expertise are in place
- To promote the appropriate use of technology to support learning
- To maintain high standards of behaviour in provision run by the SEND team in line with the Academy's behaviour policy
- To maintain excellent relationships with parents of students with additional needs
- To make accurate, moderated and timely returns to the Academy's reporting systems when required.

- With the SENDCo, to analyse the outcomes from reports and put in place any strategies necessary to support the best possible outcomes for students
- To be part of the SEND team's links with other educational institutions (primary and secondary schools, colleges and universities), with local business and with the local community

3. <u>Responsibilities for all who support students' learning</u>

- To promote excellent student progress by teaching high quality lessons or providing smaller-group support sessions which:
    - take into account prior learning to drive the lesson/session
    - set clear and differentiated objectives with matched success criteria
    - plan a range of activities which address the objectives set
    - make use of the immediately available ICT to enhance the activities planned
    - differentiate the activities so that every student is appropriately stretched and challenged and experiences learning which is personally fulfilling
    - assess students formally and informally against the objectives as the lesson progresses, giving students positive feedback when progress is made
    - make best use of 'real world' examples of the learning
    - consider how best to ensure a positive climate for learning for each class; this may include but is not limited to planning engaging activities, using assertive behaviour management techniques, making constructive use of seating or grouping of students, making best use of any available support, and ensuring a focus on praise and rewards
    - encourage students to show independence in their learning
    - set appropriate further learning which builds upon the lesson and/or sets students up well for the subsequent lesson
    - consider using the wider school site, or beyond, as a learning environment where appropriate
- To contribute to curriculum development in their teaching area through positive contributions to meetings, development and implementation of schemes of work, and development and sharing of creative resources
- To assess and record students' progress in line with the Academy's assessment policy, including reporting to parents through the Academy's MIS at key data collection points during the year and providing information to examination bodies as required
- To contribute to and implement Individual Learning Plans for students so as to maximise their learning and progress
- To demonstrate and promote the Academy's ethos of Achievement, Care and Excellence at all times

4. <u>Other responsibilities</u>

- To be part of a staff which develops a culture that promotes personal development and independent learning with an ethos of challenge and support, enhancing students' resilience and confidence
- To actively promote the inclusive nature of Great Western Academy and contribute to the Academy's pastoral care and safeguarding of students
- To contribute to the Academy's enrichment programme where that is desired
- To attend annual reviews, parents' meetings and other appropriate events falling within working time
- To act as an advocate for the Academy within the local community
- To carry out other such duties as are reasonably required by the SENDCo or Academy Leadership Team

Person Specification

Learning Mentor

	Essential	Desirable	Assessment
Qualifications			
Good qualifications at GCSE (or higher) including C/4 in English and Maths	✓		**Application**
Relevant qualification in the care or education of children e.g. HLTA, NVQ Level 2/3 Teaching Assistant/Learning Support, CACHE		✓	**Application**
Relevant specialist qualification or evidence of training in a particular field of student support e.g. ASD, Speech and Language, SEAL		✓	**Application**
Evidence of recent professional development	✓		**Application**
Experience			
Experience of working with children	✓		
At least two years' experience of supporting the education of secondary or Year 6 students		✓	**Application**
Knowledge and understanding of the Key Stage 3 curriculum and how students with additional needs can make best progress	✓		**Application/ Interview**
Evidence of successful impact when working to support students with additional educational needs		✓	**Application/ Interview**
Evidence of designing and delivering successful catch-up or support activities for small groups or in 1-1 sessions		✓	**Application / Interview**
Evidence of effective sharing of a particular area of expertise with other learning support staff		✓	**Application / Interview**
Ability to promote parental engagement and develop positive relationships with parents/carers	✓		**Interview / Reference**
Experience of working in more than one secondary school or academy		✓	**Application**
Knowledge and Understanding			
Good knowledge of the current educational landscape with regard to additional needs	✓		**Interview**
Able to effectively analyse student data to monitor and improve performance		✓	**Application/ Interview**
Sound knowledge and understanding of all aspects of Safeguarding	✓		**Interview / Reference**
Self-aware with a good understanding of own personal strengths and weaknesses	✓		**Interview / Reference**
Personal Qualities			
Ability to build and maintain quality relationships through effective communication, professional integrity and strong teamwork	✓		**Interview**
Able to inspire trust and confidence across the whole school community	✓		**Interview / Reference**
Strong written and oral communication skills	✓		**Interview /**

			Reference
Possess strong personal presence and able to act as a successful ambassador for the Academy	✓		**Interview / Reference**
Demonstrate enthusiasm and a capacity for sustained hard work with energy, vigour and resilience	✓		**Interview / Reference**
A good sense of humour	✓		**Interview**
High levels of integrity, compassion and trust	✓		**Interview / Reference**