



## Job Description and Person Specification

<b>JOB TITLE:</b>	Teaching and Learning Mentor (TLM)
<b>GRADE:</b>	
<b>Salary range:</b>	Level 3
<b>REPORTS TO:</b>	Head Teacher

**Applications can only be accepted with an application form, cv not accepted.  
You will need to provide two references and one must be a reference from previous employer.**

**The Trust offer access to the Local Government pension.  
Salary will be paid monthly using an annual calendar from our payroll provider.**

### **The focus of this post:**

1. Mentoring of SEMH pupils overtime to access curriculum activities
2. Raise standards of attainment and learning to access wider options for their employability
3. Support for literacy and communication skills including digital literacy.
4. Prepare for pupils for safe access to the wider community, to recognise the challenges and how to gain future support and services as adults.

### **The main purpose of the role:**

- Direct delivery of sessions with pupils.
- Plan and facilitate the active participation of pupil engagement in academic, social and vocational aspects of the Academy.
- Contribute to raising standards of achievement for all pupils.
- Able to support pupils 1: 1 or step in to a group of pupils to gain positive outcomes to make a difference for pupils
- Support the reputation of the Academy and when required support others to maintain GDPR and confidentiality with pupil case work.

**Accountabilities:**

**1. Support for Pupils**

- Delivery of planned curriculum activities with individuals or groups of pupils.
- Contribute to the preparation of learning activities.
- Provide specialist support (requiring in-depth knowledge and experience acquired with professional development overtime)
- Provide pupil care and ensure the teaching team contribute to actively support in line with good practice and practice standards.
- Take responsibility for delivering learning activities following direction with 1:1 sessions or pairs of pupils who would benefit from adaptive learning.
- Establish and maintain supportive relationships across the Academy with individual pupils, whole class groups and parents/carers.
- Contribute to inter-agency working with specialist services on behalf of individual pupils a, e.g. directed by Assistant Head for: educational psychologists, speech therapists and note goals and record outcomes accurately.
- Continuous professional development to be able to provide information on promoting inclusion and safeguarding in the classroom, ensuring all pupils feel safe with tasks and activities both on and off – site.

**2. Delivering the curriculum**

- Deliver the school curriculum, providing adaptive support and access for individual needs.
- Provide additional tuition or Remote Learning to support pupils access education.
- Provide targeted support to enhance learning and improve attainment linked to EHC Plans or for Pupil Premium.
- Participate in professional development to enhance your skills to make best use of digital technology and preparation of resources for pupils.

**3. Support for the Assistant Head teacher**

- Follow guidelines to record pupil progress including use of formative assessment processes or use of photos to describe learning and participation overtime.
- Contribute to the development of targets for pupils with pupils for their programmes of study or EHC.
- Contribute and support creation of resources for pupils and signpost these to share with others in the team.
- Provide accurate written feedback related to social, emotional and mental health of individuals.
- Participate in school wide quality assurance and planning for your team.
- Keep the classroom learning environment organised for daily use and maintain tidy storage and retention of resources for efficient delivery of teaching and learning on a day to day basis.
- Deliver the Behaviour Policy, Safeguarding Policy and support the development of a school wide learning culture. Have a positive attitude to step up to take charge of situations to ensure safety to allow teaching and learning to continue for other pupils.

#### **4. Support for the school**

- Learn how to maintain positive working relationships with other staff and parents or carers and recognise your own resilience in situations under pressure.
- Provide support to the headteacher in ensuring that the whole school provides a safe and healthy and safe environment.
- Attend and speak up in staff meetings so your views can contribute to the school operations.
- Act as a mentor and role model for other teaching assistants.
- Provide extra curricular activities that build on your personal strengths and interests with pupils.
- Make suggestions for school events and offer to support events organised by others in your team or wider school.
- Accept flexibility of assigned duties and any reasonable request from the Head Teacher to support the day to day operation of the school. Duties on rare occasions may be above or below your grade of post if the Head deems this is suitable for your skill set to support the school.

#### **Professional development:**

- Participate in arrangements for the appraisal and review of your own performance.
- Participate in arrangements further training and professional development, and, where appropriate, that of other members of the team, including induction.
- Undertaking training and professional development to ensure progression in the development of your work within the responsibility of this job description.

#### **Contribute to the general policies and practices of the Academy:**

- Contribute as required to the development, implementation and evaluation of policies, practices and procedures in such a way as to support the Academy's values and vision.
- Promote the health, safety and well-being of students and colleagues.
- Know how to identify potential safeguarding issues, and follow safeguarding procedures.
- Ensure the development and progression of equality within the sphere of responsibility of this job description and the fair and equal treatment of all students, parents/carers, staff, other personnel in the Academy or working with the Academy.
- Undertake any other duties and responsibilities which are consistent with the grade and expertise required of the post holder, as may be required from time to time.

## Safeguarding our pupils:

All teaching staff work as part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Development Plan and priorities. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

Because of the nature of this job, it will be necessary for the appropriate level of Disclosure and Barring Service check (DBS) to be undertaken. Therefore, it is essential in making your application that you disclose any convictions or cautions (excluding youth cautions, reprimands or warnings) that are not 'protected' as defined by the Ministry of Justice. The DBS check will reveal both spent and unspent convictions, cautions and bind-overs as well as pending prosecutions, which aren't 'protected' under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) and check to establish that a person is not barred from 'regulated' activity as defined by the Safeguarding Vulnerable Groups Act 2006.

Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website.

The fact that a pending prosecution, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment. In the event of employment being taken up, any failure to disclose relevant convictions will result in dismissal or disciplinary action by The Academy.

Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

## Person Specification

### Teaching and Learning mentor (TLM) – Level 3

	Essential	Desirable
<b>Qualifications/ Training</b>	<ul style="list-style-type: none"> <li>● GCSE Maths and English Grade A – C or equivalent + 3 other subjects</li> <li>● Level 3 Qualification in care or education or vocational skills.</li> <li>● Willingness to work towards a Level 4 qualification related to role and HLTA overtime.</li> <li>● First Aid at work qualification or willingness to train.</li> <li>● Food hygiene certificate or willingness to train to support food preparation for pupils.</li> </ul>	<p>Vocational expertise or abilities to support leisure interests including sport and fitness.</p> <p>Interest or qualification in therapeutic practice or mental health first Aider.</p> <p>Opportunities exist for future professional growth to other posts in the Academy. Only candidates with a degree can progress into a route into teacher training.</p>
<b>Knowledge/ Experience</b>	<ul style="list-style-type: none"> <li>● Experience with SEMH pupils in a school or educational setting preferred.</li> <li>● Agreement with behaviour Policy and principles of a therapeutic community and able to express why.</li> <li>● Additional skills or knowledge in a curriculum subject, sport and fitness or vocational area of employability</li> <li>● Knowledge of child protection and safeguarding in a school or setting with children and adults.</li> <li>● Knowledge of health and safety procedures in schools or care setting.</li> </ul>	<ul style="list-style-type: none"> <li>● Trauma informed experience or able to show calm under pressure.</li> <li>● Risk assessment training</li> <li>● Food hygiene qualification.</li> </ul>
<b>Skills/Abilities</b>	<ul style="list-style-type: none"> <li>● Ability to provide consistent mentoring for pupils and can start each day positively as a new day showing a positive outlook.</li> <li>● Ability consistently to demonstrate high levels of job performance.</li> </ul>	<ul style="list-style-type: none"> <li>● Able to recognise own wellbeing and when to seek assistance.</li> </ul>

	<ul style="list-style-type: none"> <li>● Kind and approachable</li> <li>● Ability to form and maintain professional boundaries with children and young people.</li> <li>● Flexible approach to role</li> <li>● Reliable and punctual</li> <li>● Current Driving Licence and access to a vehicle insured for business use and willing to drive a minibus.</li> <li>● Willingness to drive or accompany students in an academy vehicle.</li> </ul>	<b>Special Requirements</b>
	<ul style="list-style-type: none"> <li>● Ability to contribute to the provision of a welcoming and supportive environment for pupils and staff.</li> <li>● Ability to make a positive contribution to the team, valuing colleagues' particular professional expertise and respecting other members of the team as individuals.</li> <li>● Proven ability to organise own workload to meet deadlines and targets with minimum supervision</li> <li>● Proven ability to communicate effectively face to face, on the telephone and in writing</li> <li>● Ability within the first year to demonstrate tasks/processes to individuals and small groups</li> <li>● Ability to work with young people with social, emotional and behavioural issues and to learn techniques to calm and self-regulate.</li> <li>● Ability to understand and work with a diverse range of cultural groups and learn about discriminatory practice and unconscious bias.</li> <li>● Ability to prepare, maintain and repair equipment and resources</li> <li>● Ability to use standard and subject specific PC software to support pupils.</li> <li>● Ability to promote the Academy's good reputation within the community.</li> </ul>	