

Job Description – Learning Mentor/HLTA

Responsible to: SEN Manager/Student Services Manager

Job Purpose: To work under the direction of the SENCo/Student Services Manager as part of the Inclusion and Progress Team in supporting and including students with specific learning needs.

Grade: KGA Scale 6-9

Hours: 31.25 - 37 hours per week term time plus INSET days only*

Main Duties:

- To be part of the team of Learning Intervention Mentors, supporting departments, year groups and interventions as directed by the SENCo
- Assist with the planning and preparation of intervention sessions with targeted students
- Work with students who have been removed from lessons to ensure that they understand the consequences of their behaviour
- Prepare resources for learning activities in accordance with lesson plans in response to students' needs within different subjects
- Support students in lessons, small groups and 1:1, enable students with specific learning needs to access their curriculum
- Lead on the delivery of small group interventions such as Catch-Up Literacy/Numeracy, behaviour support or ELSA support
- Monitor and evaluate students' progress within subject departments and suggest interventions as required
- Assess student responses to learning tasks and, where appropriate, modify tasks to meet the students' needs and advise the teacher
- Use specialist knowledge and experience to support students' learning
- Undertake administrative tasks at the direction of the SENCo, including assisting with routine and specific student testing
- Promote student independence and develop students' confidence and self-esteem
- Act as reader/scribe/invigilator for students with exam access arrangements
- Undertake necessary training on the delivery of specific interventions as needed.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection; and report all concerns to an appropriate person.
- First Aider

Safeguarding

- Ensure personal understanding of the duties and responsibilities in relation to child protection and the safeguarding of children and young people. This includes understanding of the school Safeguarding and Child Protection Policy and Code of Conduct.
- Ensure all issues relating to students are reported immediately to the delegated member of staff
- Attend mandatory training and refreshers to ensure a personal and up to date understanding of safeguarding requirements

Health, Safety & Security

- Ensure a personal awareness of and compliance with, policies and procedures related to health, safety, and security, confidentiality, and data protection
- Ensure concerns are reported immediately to the delegated member of staff
- Attend mandatory training and refreshers to ensure personal and up to date understanding of relevant policies and practices

Equity, Diversity & Inclusivity

- Contribute to the development of a workplace culture that promotes equity, diversity and inclusivity

Other

- To perform other duties as may be reasonably directed from time to time by the Headteacher which are commensurate with the grading and level of responsibility of the job.

Learning Mentors will be deployed to different areas, where they will develop particular specialisms and work with identified groups of students:

- Language (EAL) Support will work specifically with students receiving support for English as an Additional Language and will be line managed by the EAL Co-ordinator
- Learning Support working specifically with students who need support with literacy and/or numeracy, support with classwork/coursework/homework and other learning interventions and line managed by the SENCo
- Behaviour Support working specifically with students who need behaviour related interventions or support with social/emotional issues and line managed through the Hubs.

At times, Learning Mentors may be required to work outside their normal area of specialism.

- * In order to deliver a full range of interventions, some of these may be before or after school, or during the lunch break, in which case hours would be amended accordingly e.g.:
 - o 8.00 – 3.15 (before school interventions)
 - o 9.00 – 3.45 (after school interventions)
 - o 8.00 - 4.00 (before and after school interventions)

Whilst every effort has been made to explain the main duties and responsibilities of the post, individual tasks undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in the job description.

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holders professional responsibilities and duties.

Learning Mentor Person Specification

Experience, Education, Qualifications and Training	Essential	Desirable
Experience of working with young people and families	✓	
Experience of working successfully with students with SEN and/or behaviour issues and/or EAL		✓
Experience of working within an educational/multi agency setting		✓
Good oral and written communication	✓	
Evidence of recent professional development relevant to the post.		✓

Recognition of the need for continuing development and training	✓	
Substantial successful experience working in a post/s which requires the delivery of specific intervention strategies, analysis and interpretation of data, high-level communication skills with students, high level of personal organisation, ability to empathise, ability to mentor.		✓
Educated to at least Level 3 minimum (A-Level/HND/NVQ3)	✓	
HLTA Qualification		✓
Possession of a degree, preferably in a discipline relevant to the role		✓
Knowledge, Skills and Abilities	Essential	Desirable
Ability to engage constructively with, and relate to, a wide range of young people from different backgrounds	✓	
Ability to relate to young people, within different age groups about behaviour issues	✓	
Competent in the use of IT	✓	
Understanding of the education system and national curriculum		✓
Ability to identify potential barriers to learning and jointly engage in strategies to overcome these barriers		✓
Ability to contribute to the monitoring of, and intervention in students with additional learning needs		✓
Excellent communication and interpersonal skills	✓	
Able to quickly establish positive working relationships with students	✓	
Ability to handle difficult situations with sensitivity, confidentiality and discretion at all times, combined with a calm personality, a practical approach and sound judgement	✓	
Ability to be a good role model to young people – demonstrate and promote positive values, attitudes and behaviour	✓	

Ability to maintain a non-confrontational approach	✓	
Planning and prioritising own workload and managing conflicting demands	✓	
A commitment to Equal Opportunities	✓	
Attributes	Essential	Desirable
Excellent record of attendance	✓	
Ability to work well in a team	✓	
Commitment to raising achievement and improving the educational experiences of all students	✓	
Physical and emotional resilience and reliability under pressure	✓	
Energy as a convincing role model	✓	
The ability to model the behaviour, values and attitudes we expect of young people and the ability to do so with integrity	✓	
Knowledge and understanding of the range of potential barriers to learning and attending school faced by young people and how they can be overcome	✓	
Full DBS check	✓	
Ability to be flexible re hours at times of pressure	✓	
Ability to work confidentially and with discretion	✓	