

JOB DESCRIPTION AND PERSON SPECIFICATION

POST:	Teaching and Learning Mentor, Level 4
LOCATION:	Riverside Meadows Academy – St Neots
RESPONSIBLE TO:	Head of School
SALARY:	Level 4, Point 12
HOURS & WEEKS:	36 Hours, 40 Weeks

Focus of the Post:

- Mentoring of SEMH pupils overtime to access curriculum activities.
- Raise standards of attainment and learning to access wider options for their employability.
- Support for literacy and communication skills including digital literacy.
- Prepare 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.
- Lead a team of other staff and 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:

- Support for Pupils
- Delivery of planned curriculum activities with individuals or groups of pupils.
- Contribute to the planning and preparation of learning activities.
- Provide specialist support (requiring in-depth knowledge and experience).
- Monitor 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 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.
- Liaise with Head of School and specialist services on behalf of individual pupils, e.g. educational psychologists, speech therapists and note goals and record outcomes effectively.
- Provide guidance to teaching assistants on promoting inclusion in the classroom, ensuring all pupils feel safe with tasks and activities both on and off – site.

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
- Ensure other teaching assistants have the appropriate skills to make best use of digital technology and preparation of resources for pupils.

Support for the Assistant Head Teacher

- Provide support in evaluating pupil progress and development including use of formative assessment processes.
- Contribute to the development of targets for pupils with special needs.
- Support planning and of resources for pupils and availability to others in the team
- Provide written reports and feedback related to social, emotional and mental health of individuals.
- Contribute to school quality assurance and development planning for your team
- Keep the classroom learning environment organised for daily use and develop appropriate storage and retention of resources for efficient delivery of teaching and learning.
- Deliver the behaviour Policy and learning culture within the Academy and take charge of situations to allow a teacher to continue to work with the rest of the class.

Support for the School

- Develop and maintain effective working relationships with other staff and parents or carers.
- Provide support to the headteacher in ensuring that the whole school provides a safe and healthy and safe environment.
- Attend and actively participate in staff meetings.
- Contribute to the development of less experienced teaching assistants.
- Act as a mentor and role model for other teaching assistants.
- Provide advice and guidance to teaching assistants on best practice and practical problem- solving.
- Make suggestions for school events and take a leading role in organising them as agreed.

Professional Development

- Participate in arrangements for the appraisal and review of their own performance, and, where appropriate, that of other members of the team.
- Participate in arrangements for their own 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 the 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 staff work as part of a team. They are required to support the values and ethos of the academy and trust 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 trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

Person Specification:

Qualifications/Training – Essential

- GCSE Maths and English Grade A – C or equivalent + 3 other subjects.
- Level 3 Qualification in care or education or vocational skills.
- Willingness to work towards a Level 4 qualification related to role and HLTA overtime.
- First Aid at work qualification or willingness to train.

Qualifications/Training – Desirable

- Level 4 qualification.
- HLTA qualification.
- Interest in route into teacher training.

Knowledge/Experience – Essential

- Proven successful experience with pupils in an school or educational settings.
- Additional skills or knowledge in a curriculum subject, sport and fitness or vocational area of employability.
- Knowledge of child protection and safeguarding in a school or setting with children and adults.
- Knowledge of health and safe procedures in schools.

Knowledge/Experience – Desirable

- Risk and COSHH assessment qualification or training.

- Food hygiene qualification.
- Qualification or training in staff supervision or mentoring skills.

Skills/Abilities – Essential

- Ability consistently to provide a high-quality learning experience for all pupil trainees.
- Ability consistently to demonstrate high levels of job performance.
- Ability consistently to contribute to the provision of a welcoming and supportive environment for students/trainees.
- Ability to make a positive contribution to the team, valuing colleagues' particular professional expertise and respecting other members of the team as individual.
- Proven ability to organise own workload to meet deadlines and targets with minimum supervision.
- Proven ability to communicate effectively face to face, on the telephone and in writing.
- Ability to demonstrate tasks/processes to individuals and small group.
- Ability to work with young people with social, emotional and behavioural issue.
- Ability to understand and work with a diverse range of cultural group.
- Ability to prepare, maintain and repair equipment and resource.
- Ability to use standard and subject specific PC software to produce a range of document.
- Ability to carry out Academy business as appropriate at all times and promote the Academy's good reputation within the community.

Skills/Abilities – Desirable

- Ability to order resources and equipment.

Special Requirements

- Responsibility for promoting and safeguarding the welfare of children and young persons in the area and Academy.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- Flexible approach to role.
- Reliable and punctual.
- Ability to work evenings if required.
- Willingness to work towards a First Aid qualification and provide First Aid cover as part of a rota.
- Willingness to undertake staff development, including industry updating.
- Current Driving Licence and access to a vehicle.
- Willingness to drive students in the academy vehicles.

Applications via www.mynewterm.com only.