

Academic Mentor

Salary Grade: UKAT Band B
Hours: 32.5 hours per week / Term time only
Responsible to: Assistant Principal
Responsible for: n/a

Purpose and Vision

To support the delivery of agreed learning activities under the guidance of teaching staff. This will involve supporting the planning, preparing, delivering learning activities, and assisting with monitoring, assessing, recording and reporting on student progress and development, for small groups and individual students. The postholder will support the delivery student intervention strategies and programmes to specified groups of students and individual students, to unlock student potential and therefore their achievement across the academy.

Key responsibilities

Teaching & Learning

1. Support the planning, preparation and delivery of structured teaching and learning programmes and activities under the guidance of teaching staff and the inclusion team to students, including those with SEND as well as to advance their progress- in groups or individually – this will include coaching and mentoring, literacy support, where required and as guided and instructed
2. Build and maintain successful relationships with students and other staff -communicating effectively, sensitively and empathetically to motivate them and support their learning
3. Promote and support the inclusion of all pupils in the learning activities in which they are involved in and out of the classroom
4. Use behaviour management strategies, in line with the academy policy and procedures, which contribute to a purposeful learning environment and promote positive behaviour and improve independent working
5. Advance student learning in a range of classroom settings, including working with individuals, small groups and whole classes in collaboration with their teacher and the inclusion team.
6. Within an agreed system of supervision assist in planning learning activities and support the evaluation and adjustment of lesson/work plans.
7. Support the delivery of individual student learning programmes
8. Support planning by sharing your insight and knowledge of the individual students you are supporting
9. Deliver local and national learning strategies where appropriate e.g. literacy and numeracy
10. Contribute effectively to the selection and preparation of teaching resources that meets the diversity of students' needs and interests
11. Support the recording of progress and achievement in lessons/activities/intervention systematically and contribute evidence of range and level of progress and attainment as well as targets on their EHCPs.
12. Support the extended study opportunities of students outside of the lesson

13. Support the production of reports as required, for the SENDCO on student progress and targets outlined in SBPs, PSPs and IBPs and EHCPs
14. Support contributions to SBPs, PSPs and IBPs and EHCPs.

Monitoring and assessment

1. Support the students' learning, participation, behaviour and progress and give constructive support and feedback to students and staff /line manager as they learn
2. Assist with administering and marking tests where required
3. Support teachers in evaluating student' progress through a range of assessment activities
4. Support the monitoring of students' engagement in lessons where there appears to be a barrier to the learning identified through their assessment data or referred to the Inclusion team for exploring needs.
5. Assist in the observation and monitoring of the progress of students, maintaining accurate records within the special and additional needs provision in order to ensure documentation of all interventions with students
6. Support communications with parent/carers and attend parents/carer consultation evenings where applicable to give objective feedback on student progress and other matters
7. Support the production of termly reports re: progress of students as requested, by the SENCO.

Academic Mentor– Person specification

Attribute	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Good general level of education including English and Maths to a minimum of GCSE grade C/4 or above (or equivalent) 	<ul style="list-style-type: none"> • Relevant Level 3 qualification (e.g. A Level or equivalent) in English and/or Maths • Further training relevant to education, SEN or child development
Experience	<ul style="list-style-type: none"> • Evidence of working with small groups of students • Evidence of supporting students with their learning in a school or educational setting • Experience of supporting students to engage in learning activities 	<ul style="list-style-type: none"> • Experience of working as a Teaching Assistant or HLTA • Experience of delivering structured learning or intervention programmes under guidance.
Knowledge	<ul style="list-style-type: none"> • Ability to demonstrate sufficient literacy and numeracy skills to support student learning • Familiarity with school environment and classroom routines • Know a range of strategies to promote positive behaviour for learning • Understanding that students learn in different ways and may require additional support • Basic ICT skills and ability to use standard software to support learning 	<ul style="list-style-type: none"> • Awareness of SEND and inclusive classroom practice • Awareness of assessment and examination processes • Understanding of how ICT can be used to support learning and engagement.
Skills & Abilities	<ul style="list-style-type: none"> • Ability to support students' learning and engagement under the direction of teaching staff • Ability to communicate effectively with students and adults • Ability to give clear, supportive and constructive feedback • Ability to build positive relationships with young people • Ability to work both independently on allocated tasks and as part of a team • Good organisational skills • Ability to follow direction and implement planned activities consistently • Ability to relate well to young people and adults 	<ul style="list-style-type: none"> • Experience of working as a Teaching Assistant or in a similar school-based support role • Experience of delivering structured learning or intervention programmes under guidance