

Ken Stimpson Academy

Grade: 7

Post: Student Learning Mentor for Children in Care (CIC)

Responsible to: Deputy SENDCO/SENDCO, Leadership Team Link

Introduction:

Ken Stimpson Academy has a student cohort of varying needs. Each student is entitled to support that allows them to access school life fully on a day-to-day basis. It is the role of staff to be able to respond to varying needs, based on the individual child. Some students may require more support than others, and a response is essential that encompasses every facet of their life.

Overall Responsibility:

- Working under the direction of the SENDCO to enable access to learning for all students, and to assist teachers in the management of students and the classroom.
- Support the SENDCO in all admin matters.
- Liaison with staff, parents and external bodies.
- Support professionals in sharing student progress.

Section 1 – Duties:

Supporting the Student

1. Under the guidance of the Designated Teacher, provide support within lessons for vulnerable pupils to enable them to access the curriculum.
2. Take responsibility for adapting and delivering learning activities with individuals or small groups who would benefit from a different learning approach as agreed.
3. Encourage and promote the inclusion and acceptance of all students.
4. Monitor student progression.
5. Support transitions into and out of care, between schools, or between key stages.
6. Build trusting, supportive relationships with children in care and other vulnerable students.
7. Provide one-to-one and small group mentoring to address emotional, social, and behavioural needs.
8. Support students in developing resilience, self-esteem, and positive attitudes toward learning.
9. Monitor attendance, punctuality, and engagement, intervening early where concerns arise.
10. Liaise with the Designated Teacher for CiC to ensure Personal Education Plans (PEPs) are implemented effectively.
11. Work collaboratively with external agencies to coordinate support.
12. Maintain accurate records of interventions, progress, and safeguarding concerns.
13. Contribute to the development of whole-school strategies for inclusion and wellbeing.

14. Promote a culture of high expectations and aspiration for all students.
15. Being involved in the day-to-day management of our SEN students and responding to their needs.
16. Being willing to be involved in training that will focus on various SEN needs, to endeavour to meet need.

Supporting the SENDCO

1. Monitor and track progress and provide feedback to assist in developing IEPs for children with additional needs.
2. Provide detailed and regular feedback to teachers on student achievement, progress, problems, etc.
3. Contribute to the management of student behaviour, including anticipating and taking action to prevent potential problems arising.
4. To attend required meetings.

Supporting the Curriculum

1. Undertake programmes linked to local and national learning strategies - e.g. SEMH, literacy, numeracy, KS3, early years - recording achievement and progress and feeding back to the Designated Teacher for CiC.
2. Provide targeted support to enhance learning and improve attainment.
3. Liaise with external providers for courses.

Supporting the Academy

1. Be aware of, and comply with, policies and procedures, e.g. child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. Develop and maintain effective relationships with other staff, parents and carers.
3. Attend relevant meetings as required.

Any other tasks, duties or services that may be reasonably requested.

This job description will be reviewed when required 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 Academy in relation to the post holder's professional responsibilities and duties.