

JOB PROFILE			
Job Title:	Learning Mentor (SEND)	School/Department:	Harrogate Grammar School
Salary Grade:	SCP 15-19 SPOT £25,878 – £27,852 FTE Actual based on 37 hours £21,165 - £23,856	Working Hours:	37 hours Term time only plus training days
Contract Type:	Permanent	Location:	Harrogate

Responsible to: Assistant Headteacher SENCO

Role summary:

This role is responsible for supporting specific students in their learning and to ensure the absolute best support both pastorally and academically. This role supports those students at risk of not achieving their potential whatever their level of ability or need for complex reasons. This is to be achieved through general support and specific programmes, both inside and outside of the classroom and teaching times. The role will work with the leadership team and involves working collaboratively with Learning Support, faculty and subject leads, alongside external stakeholders and parents to enable students to overcome any barriers to learning.

Red Kite Learning Trust is committed to safeguarding and promoting the welfare of students and expects all colleagues and volunteers to share this commitment.

Special conditions of service:

No smoking policy, including e-cigarettes.

Role specific responsibilities:

- Work closely in an active mentoring role to unlock barriers to learning for an identified group of students.
- Work closely with key faculties, SLT and pastoral staff to identify specific concerns and gaps in learning and development for identified students.
- Develop resources, pre-teach and deliver interventions for individuals and small groups of students, including before and after school sessions.
- Record and track progress of individual students, analysing data to demonstrate impact.
- Where appropriate, ensure specific Educational, Health and Care Plan (EHCP) and individual educational plan (IEP) provisions are embedded within high quality teaching in the mainstream curriculum.
- Support students during extra-curricular activities, on visits and out of school activities as required.
- Develop knowledge of curriculum content to provide effective support for students.
- Liaise effectively with parents/carers of identified students, ensuring effective partnerships with home to maximise learning, engagement and attendance.
- Attending parents evening.
- Work with Learning Support, other external professionals and specialists with the supervision of SEND students, attending and chairing meetings when required.
- Contribute to SEND faculty development.
- Work with students who present with emotionally based school avoidance to allow them to progress back to mainstream lessons and access learning.
- Develop students' independence through the use of assistive technology.
- Deliver alternative qualifications such as functional skills.
- To support transition arrangements of vulnerable learners entering/leaving the school/provision.



- To become familiar with the range of courses, opportunities, organisations and individuals which could promote extra support for students. This will include activities at times beyond the normal teaching day, e.g., lunch times, after school clubs.
- Build relationships with all students and follow the Respectful Relationships and Behaviour Policy to ensure high standards of behaviour.

RK People responsibilities:

- Contribute to the overall aims and values of our Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required.
- Comply with all Trust policies and procedures including child protection, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person.
- Contribute to ensuring safeguarding procedures are in place and used effectively at all times.

The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in the job profile but which is in line with the general scope, grade and responsibilities of the role.

Our Trust Mission

Nurturing ambition, delivering excellence and enriching children's lives.



Our Trust Values



Collaboration
We pull together to deliver the best outcomes for every child in every school, working with professional generosity and openness for the common good. We share joy in our achievements - personal and collective.



Integrity
We put ethical leadership and excellent governance at the heart of our Trust, serving our schools and communities with fairness, honesty and transparency and a hunger for social justice.



Respect
We champion equity, equality and diversity. We treat our children, families, staff and partners with respect and kindness - modelling our values and wanting the very best for each other.

Our Trust Goals



We champion learning
Learning together creatively with a rich and broad curriculum, where great teaching and confident reading are fundamental to enriching children's lives.



We promote wellbeing
Ensuring the wellbeing of every child and member of staff in our Trust.



We invest in our people
Supporting every member of staff throughout their career to be the best that they can be.



We innovate with technology
Enabling all learners to harness technology, ensuring all have access at home, and innovating with technology for learning.



We are our Trust
Growing together collaboratively we will strengthen our Trust for the benefit of our children, our staff, our communities and our environment.

PEOPLE PROFILE

Aptitudes and Characteristics	Essential	Desirable
Ability to relate well to children and adults	*	
Highly effective communication skills	*	
Ability to work within and contribute to an effective team	*	
Good organisational skills, high levels of self-motivation and able to take the initiative	*	



Energy, self-confidence and ability to 'give more' when the occasion demands it	*	
Ability to work under pressure and to meet deadlines	*	
Qualifications, Knowledge and Experience	Essential	Desirable
Experience of working with young people and challenging behaviours	*	
Degree level qualification	*	
Teaching qualifications such PGCE or HLTA		*
Experience of working in a secondary school	*	
Highly competent using ICT such as MS office		*
Proven data analysis experience		*
Strong numeracy and literacy skills	*	
Knowledge of strategies relating to intervention to support learning and positive behaviour	*	
Excellent knowledge relating to monitoring and evaluating student performance		*
Understanding of best practice in raising student attainment	*	
Safeguarding and Promoting the Welfare of Students	Essential	Desirable
An appropriate motivation to work with children and young people	*	
Ability to maintain appropriate relationships and personal boundaries with children and young people	*	
Emotional resilience in working with challenging behaviours and appropriate attitudes to the use of authority and maintaining discipline	*	

