

JOB SPECIFICATION



Job Title: SEN Learning Mentor	Grade: Scale 4
Department: Student Support	Accountable to: SENCo/Learning Manager
Contractual Terms: Permanent + Term Time + 5	Accountable for: N/A

Overall Purpose of the Job:

- To support the Learning Manager and the SENCo with the delivery of curriculum provision and learning support for targeted students at risk of significant underachievement.
- To support individuals with enhanced needs; specifically but not exclusively supporting students with enhanced needs on the autism spectrum.
- To provide specific targeted teaching of learning support programmes to individuals or small groups requiring additional help. This may be in class or on a withdrawal basis.
- To uphold and promote the school's child protection and safeguarding policies and procedures and ensure they are adhered to by all staff.
- To promote the safety and wellbeing of students

Key Outcomes/Activities:

Student Support Responsibilities:

- Provide support to students on numeracy and literacy in one to one and small group settings.
- Provide support to students with personal needs, including social, health, physical, hygiene, first aid and welfare matters.
- Support students with behavioural needs in small groups and classes.
- Provide support for EHCP Students.
- Deliver functional skills Level 1, 2 and 3, as directed.
- Produce and review one page profile for specific students.
- To work with students, parents and colleagues to improve the life of students in the learning support facility.
- Contribute to the production of reports for parents.
- Analyse data and reports as may be required in support of job role.
- As part of a team of SEN Learning Mentors support the Student Support Team including the SENCo in their duties as directed by the SENCo and Learning Manager.
- Support the delivery of a range of school improvement and intervention services which lead to measurable outcomes for vulnerable students.
- To create and source resources suitable to individual student's needs.
- Assist with supervision of students outside of lesson times, including before and after the Academy day and at lunchtimes, these duties shall be undertaken within the post holder's contractual hours.

Subject Specific Responsibilities:

- Create resources for SEN students in collaboration with designated curriculum team.
- Attend curriculum meetings and cascade to SEN Learning Mentors the provision and strategies of designated curriculum area.
- Plan and deliver bespoke SEN curriculum support/intervention to small groups of students.
- Identify barriers to learning for SEN students and address these in consultation with Curriculum Leaders and SENCO.

General Academy Responsibilities

- Support curriculum departments with displays and classroom environment.
- Contribute to and uphold the vision and ethos of Horbury Academy.
- Commitment to continuous professional development and willingness to undertake required training and development opportunities to enhance role.
- To maintain confidentiality in all dealings with staff and students, safeguarding personal data where appropriate and preventing disclosure of confidential or sensitive information

The duties and responsibilities highlighted in this job specification are indicative and may vary over time. Postholders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Requirements for the Job/Evidence

The following section is the requirements for the job and lists the essential and desirable requirements needed in order to do the job. Applicants will be shortlisted solely on the extent to which they meet these requirements.

Please note A = Application Form I = Interview/assessment process

Competency	Essential	How Assessed	Desirable	How Assessed
Qualifications	<p>NVQ Level 3 qualification or ability to demonstrate equivalent level of experience.</p> <p>Evidence of training in relevant field</p> <p>English and Maths to GCSE Grade C or above or equivalent level of qualifications.</p>	N/A	<p>First Aid qualification</p> <p>Specialist Qualification in area of SEN</p> <p>TEFL Qualification</p>	A/I
Experience:	<p>Some experience of working with young people.</p> <p>Experience of working with vulnerable/challenged/Challenging children and young people.</p>	A	<p>Personal or intimate care of others</p> <p>Experience of working with students with English as an additional language</p> <p>Experience of supporting on the administering of access arrangement testing</p>	A
Knowledge and Statutory Requirements:	<p>Understanding the development of numeracy and or literacy skills and programmes/techniques to support students to acquire them</p> <p>Knowledge of the principles of Child Development and learning processes and barriers to learning</p> <p>Understanding of the issues surrounding the safeguarding of children and commitment to child welfare and safety</p> <p>Ability to use a range of ICT applications (e.g. Word, Outlook, Excel)</p> <p>Ability to demonstrate behavior management skills</p> <p>Apply a firm, consistent and understanding approach when considering needs of students.</p>	<p>A/I</p> <p>A/I</p>	<p>Understanding of relevant policies/codes of practice with regard to SEN</p>	
Planning, Organisation and Mental Challenge:	<p>Ability to manage a range of tasks efficiently and apply effective organisation skills.</p>	A/I		
Interpersonal & Communication:	<p>Good Interpersonal and communication skills.</p> <p>Ability to relate to a range of students and parents in a sensitive manner</p> <p>Ability to establish effective working relationships with colleagues and agencies</p> <p>Ability to demonstrate a flexible attitude</p>	<p>I</p> <p>I</p>		

	<p>towards team working</p> <p>Ability to operate effectively when liaising with different groups and colleagues at all levels</p>			
Physical Skills and Demands:	Will be expected to use IT to update student records.			
Initiative & Independence:	<p>Required to work in a professional manner.</p> <p>Tasks will be defined by the Line Manager but the jobholder may be required to use their own initiative on occasions.</p> <p>Willingness to be flexible, adaptable and patient.</p>	A/I		
Emotional Challenge and Resilience:	<p>The job holder will be required to apply resilience when dealing with emotions/challenges from students and/or staff on a regular basis.</p> <p>Ability to remain calm under pressure.</p>	I		
Philosophy and Commitment:	<p>A belief that everyone can benefit from, and has entitlement to, high quality educational opportunities.</p> <p>An interest in educational issues.</p> <p>A personal commitment to lifelong learning and continuous professional development.</p> <p>Commitment to high standards, best value and continuous improvement.</p> <p>A commitment to inclusion so all students have access to a full Academy life</p>	<p>I</p> <p>I</p> <p>I</p>		
Personal Qualities:	<p>Ability to be reflective and self-critical.</p> <p>Enjoys working with young people.</p>	<p>I</p> <p>I</p>		

Responsibilities for Resources:

Line Management Responsibilities: None.

Financial Responsibilities: None. However all post holders should ensure all work is carried out within budget and cost effectively

Physical Resources: To prepare maintain and use equipment/resources for relevant learning activities within the learning support area.

Responsibility for People:

Contact with students on a daily basis as defined by the job role, involving some direct impact on the well-being of students.

Responsibility for Policy Developments:

The job involves no direct responsibility for policy development. However all staff are expected to be involved in policy consultation.

Responsibility for Student Outcomes:

The job has some direct impact on the educational outcomes of students.

Working Conditions:

The nature of the role requires the jobholder to be exposed to some environmental working conditions and/or people related issues.

The post holder will be required to work on their feet most of the day.

Main Contacts:

The jobholder liaises with students, parents/carers, Curriculum Leaders, Teachers and staff within the Academy.

Characteristics of the post:

- The Nature of the post may involve some ongoing physical effort for long periods e.g. standing or walking.
- The post holder may be subject to some exposure to disagreeable or unpleasant people related behavior.
- The post involves contact with young people which through their circumstances or behaviour may regularly place emotional demand on the post holder.

The employment checks required of this post are:

- Evidence of entitlement to work in the UK
- Evidence of essential qualifications
- Two satisfactory references
- Evidence of a satisfactory safeguarding check e.g. an Enhanced DBS Disclosure
- Confirmation of medical fitness for employment as required
- Registration with appropriate bodies (where applicable)

Date Revised: April 2019

Signature of Postholder:

Date:

This is a description of the job as it exists at present; All Academy Job Specifications are reviewed and are liable to variation in consultation with the post-holder in order to reflect future developments, roles and organisational change.