

Job Description And Person Specification



This school has a responsibility for, and is committed to, safeguarding and promoting the welfare of young people and adults, requiring all staff and volunteers to share this commitment. The Triple Crown Centre is committed to equal opportunities and expects all its staff and volunteers to recognise and value differences.

Section A: Role Profile

Post Title	Learning Mentor
School	The Triple Crown Centre
Salary Band/Range	Band C (£22,777 to £25,409 pro rata). Incremental progression is subject to performance.
Responsible to	Deputy Headteacher
Location	Based at The Triple Crown Centre, with outreach work in family homes and other locations across the LA.
DBS Check	Enhanced check for regulated activity for working with children
Fluency Duty	This post is covered by the Fluency Duty, as outlined in the Code of Practice on the English language requirements for public sector workers.
Car User Status	This is an essential car user post, as the demands of the job make it operationally essential and there is a contractual requirement to make a suitable vehicle available to ensure the requirements of the job can be carried out effectively. Applicants must be able to drive, have a driving licence and be a car owner. However, for disabled applicants, reasonable adjustments will be made where required.
Special considerations	Ability to travel independently to family homes and other locations across the LA.

This job description reflects the anticipated role at the time it was established. However, this is subject to review and, as a new post, is expected to evolve over time.

Role Purpose

Under the direction of the Deputy Headteacher, to support:

- ❖ The teaching and learning, behaviour, attitudes and personal development of students whose significant medical needs necessitate outreach support in the home, virtually or at another appropriate venue
- ❖ Student integration and induction
 - Student integration and induction into The Triple Crown Centre
 - Student exit plans and re-integration into their next appropriate educational provision

Role Responsibilities

- ❖ To support students to virtually access the Triple Crown Centre curriculum being taught by subject specialists in school
- ❖ To liaise with the Deputy Headteacher and teachers in school, to ensure inclusive planning for every student
- ❖ To support individual students and/or groups of students in overcoming barriers to learning and achievement
- ❖ To contribute to the implementation of learning strategies and programmes that promote the academic and personal progress of each individual student
- ❖ To deliver aspects of the curriculum in families' homes or another appropriate venue, under the direction of Triple Crown Centre teaching staff
- ❖ To provide support for students and teachers based at The Triple Crown Centre, when the need arises
- ❖ To promote positive student engagement in all aspects of the personalised identified curriculum
- ❖ To participate in the on-going assessment, recording and reporting of students' progress including contribution to, or participation in, educational reviews
- ❖ To participate in arrangements for preparing students for internal and external examinations
- ❖ To work with the Deputy Headteacher to plan and implement induction and integration processes for individual students
- ❖ To promote the social and emotional development of students
- ❖ To advocate the development of students' independence and a growth mindset approach
- ❖ To promote positive values, attitudes and good conduct and behaviour, dealing promptly with conflict and incidents in line with the school's behaviour policy and encouraging students to take responsibility for their behaviour
- ❖ To provide support for the parents/carers of students accessing their learning in the home or other appropriate venue
- ❖ To work closely with other professionals external to our school – e.g. mainstream schools, Solar, Educational Psychologists, SEND specialist practitioners to support and promote positive student outcomes
- ❖ To contribute to the school's responsibility to safeguard and promote the welfare of young people and adults, following school and Local Authority policies and procedures
- ❖ To contribute to the overall ethos, aims and work of the school
- ❖ To be aware of, uphold and contribute towards the development of the school's policies and procedures
- ❖ To attend staff meetings, staff training, parental consultations and other school events as required
- ❖ To recognise and comply with practice and procedures relating to issues of confidentiality and Data Protection guidelines
- ❖ To reflect upon and evaluate own professional development needs, in line with personal and whole school priorities
- ❖ Any other appropriate duties as and when required

Section B: Person Specification

	Essential	Desirable	Measured by
Education and Qualifications	NVQ Level 3 or equivalent qualification relevant to the post e.g. Teaching Assistant Level 3 GCSE grade 5 in English and Maths or equivalent. Recent relevant CPD or training.		Application Certificates
Experience and Knowledge	Experience of supporting the teaching and learning, behaviour, attitudes and personal development of children and young people.	Experience of supporting the teaching and learning, behaviour, attitudes and personal development of students in Key Stages 3 and 4.	Application Interview Reference
	Experience of implementing learning strategies that promote the personal and academic progress of individual students, as evidenced by impact on progress.		Application Interview Reference
	Experience of delivering aspects of a school curriculum, under the direction of teaching staff.	Experience of planning teaching and learning strategies and developing appropriate resources.	Application Interview Reference
	Knowledge of relevant educational policies, legislation and guidance in relation to working with, and the protection of, young people and adults. Knowledge and understanding of the school's responsibility to safeguard and promote the welfare of young people and adults, following school and Local Authority policies and procedures.		Application Interview
	Knowledge of the special educational needs of students with social and emotional needs.	Experience of working with vulnerable young people with social and emotional needs.	Application Interview
		Experience of assessing, recording and reporting student progress.	Application Interview
		Knowledge of effective student integration and induction processes.	Application Interview
	Experience of working collaboratively with education colleagues and parents.	Experience of working collaboratively with outside agencies.	Application Interview Reference
	An understanding of confidentiality and the handling of sensitive information.		Interview

	Essential	Desirable	Measured by
Skills and Abilities	Ability to support individual students and/or groups of students in order to help them overcome barriers to learning and achievement.		Application Interview
	Ability to contribute to the delivery of identified strategies and programmes of learning/support.		Application Interview
	Skilled in the management of positive behaviour for learning, motivating students to achieve positive outcomes.		Application Interview
		Creative ability to develop learning resources to meet the needs of individual students.	Application Interview
	Ability to assess individual student's learning, providing relevant feedback that informs and supports 'next steps' in learning.	Ability to use and analyse a range of student data in order to identify and prioritise appropriate support and intervention.	Application Interview
	Effective written and verbal communication skills.		Application Interview
	Ability to use ICT effectively to support students' learning, keep accurate records and communicate with others.		Application Interview
	Ability to work in an organised, methodical and effective manner.		Application Interview
	Ability to work on own initiative, prioritise work, manage time effectively and work accurately to deadlines.		Application Interview
	Ability to work as an effective team member, collaborating and working closely with colleagues and other relevant professionals within and beyond the school.		Application Interview Reference
	Ability to build positive and respectful relationships across the school and wider community.		Interview Reference
	Ability to maintain high standards of professional conduct.		Interview Reference
	Ability to be proactive in taking responsibility for their own professional development.		Application Interview Reference
Other requirements	Ability to travel independently to family homes and other locations across the Local Authority. To have a driving licence and be a car owner with business insurance cover. For disabled applicants, reasonable adjustments will be made where required.		Application Interview

Core Behaviours	Excellence - With enthusiasm, you work to deliver a high quality service to meet customer, organisational and personal expectations. You adopt a 'can do' attitude in all of the work you deliver, ensuring it meets the needs of current and potential customers.	Interview
	Simplicity - You actively seek ways to prevent over-complication or confusion, by adopting the most simplified approach to work. You communicate clearly and concisely, ensuring that the message is understood by all.	Interview
	Trust and Respect -You are aware of your impact on others including confidentiality. You value openness and listen carefully to understand the views of others. You promote the values of diversity and actively work to minimise any harm caused to others in order to foster an environment of mutual trust and respect.	Interview
	Working Together - You work with others to reach a common goal; sharing information, supporting colleagues and searching out expertise and solutions from relevant partners and/or the communities we serve.	Interview
	Responsibility - You take ownership for your work and you use your initiative to deliver. You are accountable for your own performance and development and you take responsibility for your actions and decisions.	Interview

Compiled/Reviewed by:	Eleanor Clarke
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Section C: Additional Information

Corporate Parent Responsibilities

All employees should act as an advocate for our Looked After Children; fulfilling our corporate parenting responsibilities by considering Children and Young People in everything we do.

Health and Safety

Health and safety laws require all employees to help the school maintain and improve health and safety standards. This means that the post holder must take reasonable care of his/her own and others' health and safety and co-operate with any reasonable request to support the school in meeting their health and safety legal responsibilities.

All duties and responsibilities must be carried out in line with The Triple Crown Centre's Health and Safety Policy and Local Authority procedures.

Information Management

The post holder will be expected ensure that information used is held and transmitted securely in a manner commensurate with its sensitivity, and that it complies with the provisions of Data Protection legislation and guidance.

The post holder will be accountable for ensuring that he/she is aware of relevant school policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.

Training and Development

The Triple Crown Centre is committed to the personal and organisational development of the individual. The post holder will be encouraged to identify job-related development needs.

Solihull Behavioural Framework

The Triple Crown Centre expects all employees to conduct themselves in a way that is consistent with the values and behaviours set out in the Solihull Behavioural Framework.

Mobility

Whilst this post is initially to a specific post, the post holder may be exceptionally required to transfer to any post appropriate to their grade at such a place as in the service of the Council they may be required.

Variations to Job Descriptions

Due to changing customer demands, duties and responsibilities are likely to vary from time to time and the Council therefore retains the right to amend job descriptions to reflect changing requirements.