

Isca Academy – Job Description

Post: Lead Academic Mentor

Line Manager: SENDCo

Grade: D

KEY PURPOSE

- To support key scholars throughout their school career, providing intervention, tracking and academic support. To build strong relationships with scholars and their families, ensuring continual progress and personal development.
- To plan and implement agreed SEND programmes for individuals or groups, addressing the needs of scholars who need particular help to overcome barriers to learning and reach their potential.

ANTICIPATED OUTCOMES

- Lead, supervise and provide strategic support and guidance for scholars with special educational needs and disabilities. Liaise and work alongside parents and carers to track and develop scholars with SEND.
- To provide a nurturing environment that helps children with SEND develop as learners.
- To help establish and maintain positive behaviour strategies.
- To contribute to the effective working of Isca Academy.

KEY DUTIES AND ACCOUNTABILITIES

- Planning and delivering learning/care/support programmes, including regular communication with parents and carers as well as clear tracking of scholar's progress across time.
- Supervising and providing support for students, including those with special needs, ensuring their safety and access to learning.
- Attending to the students' personal needs, and implementing related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
- Provide specialist SEND, subject or other support.
- Plan and implement strategies and programs (both in and out of the classroom) for children you are supporting and are responsible for.
- Mentor students and advise on post 16 providers as necessary.
- Using specialist curricular/learning skills/training/experience and specialist technology/equipment to support the needs of individual scholars.
- Take an active role in lessons, working within planned learning activities and supporting the class teacher as directed, when required.
- Implement an agreed range of activities with individuals/groups of children, including specialist programmes linked to the specific areas of need.
- Adjust activities/task according to scholar's responses/needs.
- Assist the teacher in the whole observation, assessment and planning cycle, including detailed, objective and regular feedback on students' achievement, progress, problems etc.
- Undertake marking of students' work where required.
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care Programmes.

- Management/preparation of resources to support an enabling learning environment, both indoors and outdoors.
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- Promote excellent standards of behaviour in line with the School's Behaviour Policy.
- Being aware of student problems/progress/achievements and report these to the teacher and SENDCo as agreed.
- Invigilate/administer and provide access arrangement support for routine tests/exams.
- Provide clerical/administrative support e.g. photocopying, typing, filing, displays etc. where necessary.
- Maintain and update school information, student files, records and databases related to SEND, ensuring accurate electronic and paper filing of student records.
- Establish constructive relationships with parents / carers and where appropriate participate in feedback sessions with parents alongside the teacher, reporting on progress and achievements.
- Liaise with external agencies/professionals ensuring constructive relationships are established.

WHOLE SCHOOL RESPONSIBILITIES

- Lead on the support and tracking of progress for a key group of learners with SEND.
- Assist with the supervision of scholars out of lesson times, including before and after School and at lunchtimes as required.
- Accompanying teaching staff and scholars on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher.
- Attending relevant meetings as required.
- Provide cover for absent teachers where required and as directed including registration, tutorial and lessons.

WORKING ENVIRONMENT & CONDITIONS

- A School environment which will include both indoor and outdoor learning environments, as well as a normal office environment.

ALL ISCA ACADEMY STAFF ARE EXPECTED TO

- Ensure that the aims, priorities and policies of the Academy and Trust are adhered to, including the staff Safeguarding Code of Conduct.
- Attend parents, staff and team meetings as required, making a valued and professional contribution.
- Undertake break, lunch and after school supervision as agreed, according to Academy policy.
- Encourage the good conduct of all students and at all times on the Academy site and within its vicinity.
- To make a full commitment to personal professional development, engage positively in organised professional development activity and staff appraisal procedures.
- Maintain respectful and effective communication with scholars and other staff, including attendance at briefings and through completing student report cards and logs as appropriate.
- Maintain respectful, positive and effective communication with parents, including phone calls and letters home, as appropriate.
- Maintain positive and effective communication and liaison with partner schools and the wider community, as appropriate.
- Act as an advocate of the Academy and its scholars in all circumstances, ensuring every opportunity is taken to celebrate our success.
- To carry out other duties as reasonably requested by the Headteacher.

This job description is subject to review by consultation.

Isca Academy

Lead Academic Mentor – Physical and Sensory: Person Specification

| | Essential / Desirable | Evidence |
|--|--|------------|
| Experience | | |
| Experience of responding to individual additional needs (EAL, cognition and learning, communication and interaction, social, emotional and mental health, physical and sensory needs). | E | A, I, R |
| Experience in providing support on a 1:1 basis or to small groups of students. | E | A, I, R |
| Qualifications and Professional Development: | | |
| Minimum Level 2 qualifications (GCSE or equivalent, to include English and Maths) | E | A, C, I, R |
| Numeracy and literacy skills (at least equivalent to GCSE Grade C / 4 or above). | E | A, I, R |
| NVQ 3 for Teaching Assistants or equivalent qualifications/experience | D | A, I, R |
| Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning areas e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc. | D | A, I, R |
| There is a requirement to participate in training/development as/when identified by line manager as essential for performance of the post. | E | A, I, R |
| Knowledge and Skills | | |
| Basic understanding of child development and learning | E | A, I, R |
| Understanding of principles of child development and learning processes, and in particular, barriers to learning | E | A, I, R |
| Ability to plan, under appropriate supervision and guidance, or in collaboration, effective learning programmes | E | A, I, R |
| Ability to effectively use ICT to support learning, or to undertake training to do so | E | A, I, R |
| Effective team player | E | A, I, R |
| Excellent communicator who enjoys working as part of a team | E | A, I, R |
| Ability to use technology to a basic level – e.g. Microsoft packages, video, photocopier etc. | E | A, I, R |
| Ability to fulfil all spoken aspects of the role with confidence and fluency in English. | E | A, I, R |
| Has good communication, planning and organisational skills | E | A, I, R |
| Qualities | | |
| Commitment to driving standards and ensuring every child is challenged to achieve their maximum potential | E | A, I, R |
| Demonstrates resilience, motivation and commitment to driving up standards of achievement | E | A, I, R |
| Acts as a role model to staff and children | E | A, I, R |
| Vision aligned with Isca Academy's high aspirations/expectations of self and others | E | A, I, R |
| Genuine passion and a belief in the potential of every child | E | A, I, R |
| Motivation to continually improve standards and achieve excellence | E | A, I, R |
| Commitment to regular and on-going professional development and training to establish outstanding classroom practice | E | I |
| Committed to equality of opportunity and the safeguarding and welfare of all students | E | I, R |
| Must pass all relevant safeguarding of children checks | | |
| | DBS checks, self-declaration and interview | |

*AF= Application Form; C= Certificates; R= References; I= Interview