

Learning Mentor	
<div>Division / Function: Anderson School</div> <div>Reports to: Teacher</div>	
Why	<p>Job summary:</p> <ul style="list-style-type: none"> • To deliver outstanding learning opportunities • To support learning in either the primary or secondary phase of the school and in either the standard or the enhanced provision • To carry out other such associated duties as are reasonably assigned by the Principal.
What	<p>Principal accountabilities</p> <ul style="list-style-type: none"> • Carry out small group and individual learning activities under the direction of the team leader. • Have specific responsibility for supporting the learning and development of up to two named pupils as their key worker • Provide support for individual learners in a range of environments to enable them to participate fully in activities. • Assist in the development and implementation of Individual Education Programmes for learners and help to monitor their progress. • Maintain challenging and high expectations and promote self-esteem and independence • Contribute to maintaining and evaluating records of learners' progress. • Implement strategies and support learners to develop their social skills, confidence and self-esteem. • Contribute to the development and implementation of learners' inclusion plans. • Contribute to the development and implementation of behaviour support plans. • Attend staff and team meetings. • Contribute to the school's enrichment and extended education programme, including breakfast club, after school and lunchtime activities. • Contribute to curriculum planning. • Use ICT to support delivery of learning activities. • To support the class team in the management and preparation of resources and displays • Work cooperatively and collaboratively with parents and other professionals. • Support learners to identify and resolve a range of issues that create barriers to their learning. • Manage your own professional development through undertaking relevant training and sharing best practice with peers; • Be aware of and comply with all policies and procedures, including safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person <p>Job descriptions only reflect 80% of a role, and are not an exhaustive list of duties. You are expected to carry out other activities that are within the scope of the role.</p>

Competencies	<p><u>I am committed to making a difference</u> I commit to NAS aims, objectives and values. I display a positive approach in the way I work and contribute to the wider needs of the organisation and its stakeholders either directly or indirectly. At work I overcome difficulties, setbacks and pressure, to get things done because I understand the impact of autism. I recognise and encourage commitment in others.</p>		
	<p><u>I cooperate with others to work safely</u> I understand the health and safety risks associated with my job and work responsibly with others to reduce them. I have a positive attitude to safety that causes me to care about the wellbeing of others as well as myself.</p>		
	<p><u>I maximise service users' quality of life</u> I work with key people to protect and further the interests of service users. I engage and facilitate people with autism to enhance and promote their independence and quality of life. I use SPELL consistently to create structure, predictability and bring about positive engagement. Using a person centred approach and appropriate communication. I create positive experiences, opportunities and develop service users.</p>		
	<p><u>I promote the NAS</u> I represent and promote the NAS. I influence and raise awareness by talking positively about autism and NAS services to a wider audience. I build relationships and use a range of effective persuasion and negotiation styles to champion the rights and needs of people living with autism. I search for and obtain the resources to fulfil these needs.</p>		
	<p><u>I communicate effectively</u> I use appropriate methods, styles and language to communicate to different audiences. I communicate succinctly using clear language. I listen and take account of others' views and needs. I show understanding and use logic to communicate. I check that others have received and understood the intended message.</p>		
	<p><u>I adapt to changing priorities</u> I adopt a flexible, proactive approach to get the job done. I am responsive to change and recognise when tasks are urgent and/or important, taking appropriate action. I prioritise activities and know when to say 'no'. I deal positively with last minute changes and interruptions. I look for practical solutions and know when to find different ways to achieve an objective.</p>		
	<p><u>I achieve professional standards</u> I comply with legislation, regulatory standards, NAS policies and procedures and quality standards. I know where to find copies and where to get advice on them. I work in a systematic, organised and methodical way. I accurately record, monitor and use data in accordance with laid down policies and procedures. I use my time and resources safely and efficiently.</p>		
Person specification			
Criteria which will be used in shortlisting and selecting candidates.			
Criteria		Essential	Desirable
Skills/Abilities			

<ul style="list-style-type: none">• Ability to work collaboratively as part of a team• Ability to make good relationships with colleagues, pupils and parents• Able to work in challenging situations• Good written and verbal communication skills	<ul style="list-style-type: none">✓✓✓✓	
Knowledge		
<ul style="list-style-type: none">• A commitment to equality and inclusion• Knowledge and understanding of autism/Asperger syndrome.• An understanding of the principles of Health and Safety• An understanding of the impact of complex needs and autistic spectrum disorders on learning styles• Knowledge and understanding of the requirements of the current National Curriculum• Knowledge and understanding of relevant legislative framework/ regulatory requirements• Commitment and ability to contribute to extended learning opportunities	<ul style="list-style-type: none">✓✓✓✓✓	<ul style="list-style-type: none">✓✓
Experience		
<ul style="list-style-type: none">• Experience of working with young people on the autism spectrum• Experience of working with a range of professionals• Experience of the use of data to monitor outcomes for pupils• Experience of, and competence in, using educational ICT• Experience or an interest in working with young people with complex needs including PDA, OCD and ADHD	<ul style="list-style-type: none">✓✓	<ul style="list-style-type: none">✓✓✓
Education & Certification		
<ul style="list-style-type: none">• Minimum of 3 GCSEs (A*-C), or equivalent, including English Language and Mathematics• Autism specific training /NVQ 3 or relevant level 3 qualification	<ul style="list-style-type: none">✓	<ul style="list-style-type: none">✓
Context	Interfaces	
	Internal <ul style="list-style-type: none">• All school employees• Children• Residential staff• SaLT• Psychologists	External <ul style="list-style-type: none">• Professionals• Parents/ Carers• Community• Ofsted

	Environment	Work : Within school and various community settings as appropriate Travel : Occasional Hours : 37 hr per week term time only
	Scope	People : N/A Resources (equipment/facilities)
	Safeguarding responsibilities	The NAS is committed to safeguarding and promoting the welfare of all children and adults who use our services and as such expects all staff and volunteers to share this commitment.
Position	Salary Band: Autism Specialist	Range: AS2
		Date Reviewed: