

## Job Description and Person Specification

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|------------------------|--|---------------------|--------------------------------------|
| <b>Job Title</b>       | Learning Mentor  | <b>Employer</b>     | Abbey School                         |
| <b>Starting Salary</b> | Pay Scale Points<br>10 – 18<br><br>£23,539, £27,563<br>(not pro-rata)                    | <b>Reporting to</b> | Class Teacher/Senior Learning Mentor |
| <b>Working Hours</b>   | Full time<br>35 hours per week<br>08:45-16:45<br>1 hour unpaid break<br>(term-time only) | <b>Line Manages</b> | N/A                                  |

The role of a Learning Mentor is to fully support pupils throughout all areas of school life, which includes delivering a highly personalised curriculum, supporting with personal care, promoting independence, supporting pupils at their snack and lunch breaks, and always ensuring safety. Our classes are small, with a maximum of 6 pupils per class. We have high staffing ratios, with every pupil being supported on a 1:1 basis as a minimum.

### Role Purpose

- Work as part of a class team, under the direction of the class teacher and trans-disciplinary colleagues, to deliver effective and appropriate teaching, learning and behaviour support in all areas of school life underpinned by an evidence-based behavioural model of practice.
- Creating a positive learning environment, reflective of the school's culture and ethos as set out in its curriculum purpose statement.
- Work with pupils both individually and in small groups supporting them to overcome barriers to learning, delivering teaching, providing positive behaviour support and delivering other focused interventions.
- Act as the key worker for one pupil, taking responsibility for coordinating their resources, monitoring their daily data, and advocating for them within team meetings.

### Responsibilities and Role

#### **Teaching and Learning**

- Implement and support the teacher's implementation of appropriate teaching and learning activities to achieve challenging learning objectives in all areas of the curriculum, appropriately tailored to meet the individual needs of all children or young people in the class.
- Work within Abbey School's Positive Behaviour Policy and framework to improve the quality of children and young people's lives; establishing appropriate behaviour for learning and helping them to work with other people.
- Support children and young people to experience positive wellbeing through appropriate learning and leisure activities and by creating a supportive ethos within the class.
- Establish productive working relationships with children and young people, acting as a role model, and setting high expectations.
- Support inclusion for children and young people through experiences in other schools, colleges and work experience schemes.
- Support educational visits as appropriate to meet the needs and interests of the children and young people in the class.
- Work with other members of the team to create classroom and corridor displays that celebrate progress and support learning.
- Create and develop engaging and motivating learning resources.
- Organise and manage individualised learning resources and supports for key child.

- Contribute to developing the autonomy and voice of the young people in your class, providing consistent opportunities for choice and supporting formal assessments of pupil voice.

### **Assessment, Target Setting and Recording Progress**

- Provide feedback to children and young people in relation to their progress and achievement, and support them where they can to assess their own learning.
- Maintain objective and accurate records and reports on achievement, progress and other matters, collating appropriate evidence and entering data into the school systems accurately and in a timely manner.
- Support the transdisciplinary team to prepare for Person Centred Reviews to ensure that achievements are celebrated and key issues raised, discussed and actions agreed.
- Contribute to behavioural assessments, including functional assessments.
- Contribute to the planning and development of comprehensive function based Positive Behaviour Support Plans and interventions, monitoring the effectiveness of plans through monitoring your key child's data collection systems and analysis of the data. Flagging any issues or concerns to the trans-disciplinary team.

### **Partnership Working**

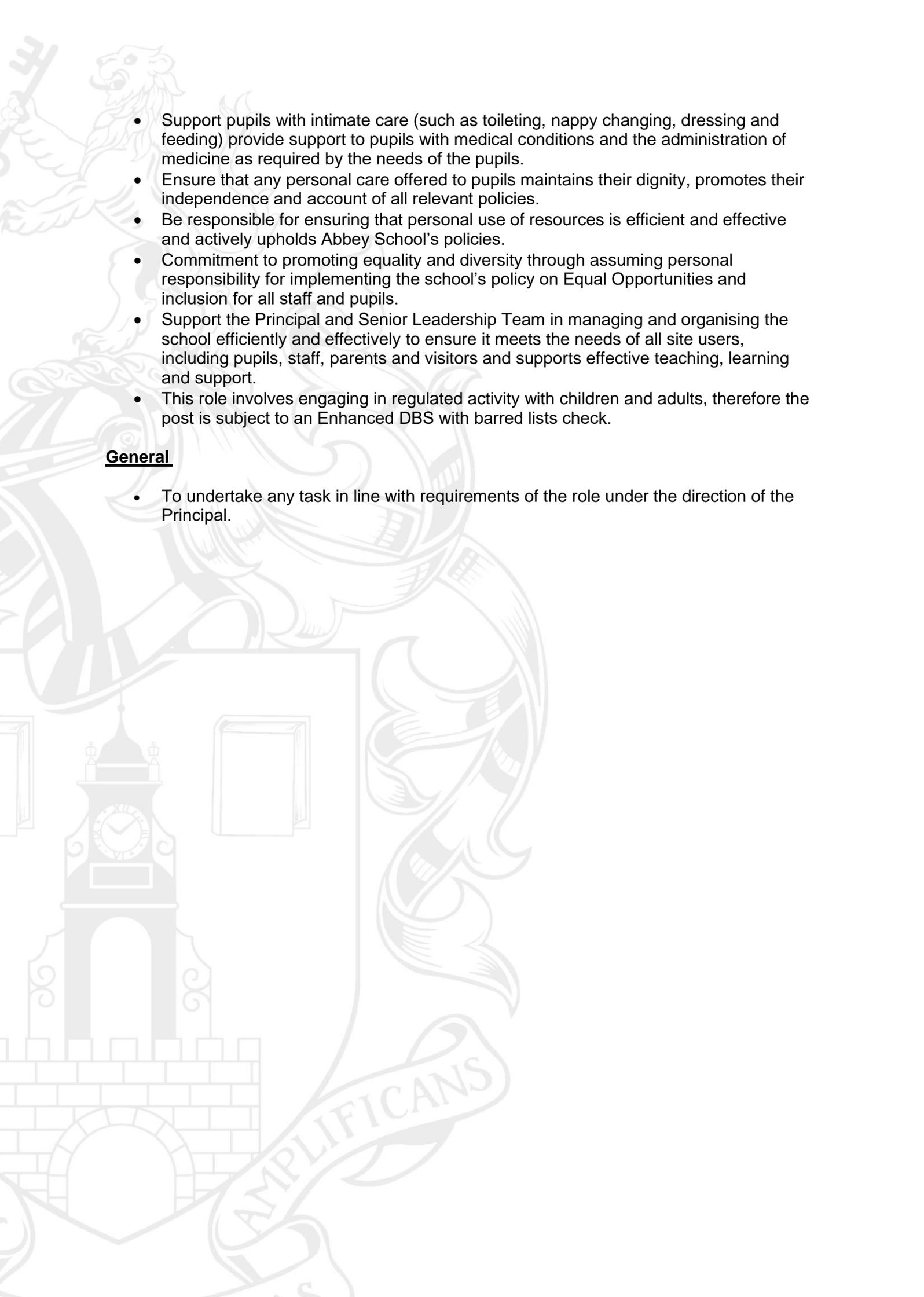
- Support parents to contribute to their child's learning and progress by sharing information through home/school communication channels.
- Liaise effectively with other professionals, through partnership and team working through a trans-disciplinary approach to design and implement learning programmes and Positive Behaviour Support plans and interventions for individuals and to ensure a rich and varied curriculum.

### **Personal and Professional Development and School Improvement**

- Commitment to developing a clear knowledge of the Abbey School Model (ASM) and the evidence-based approaches that underpin it.
- Take a full and active part in professional development activities.
- Regularly attend any relevant training and development activities both within and outside school and to attend relevant meetings.
- Be a reflective practitioner.
- Take an active part in training and other development opportunities and apply what is learnt to improve teaching and learning.
- Participate in Abbey School's Appraisal process.
- Contribute to training and development for colleagues, including supporting members of the team to complete external and internal CPD, including accredited courses.
- Contribute to reviewing and improving the curriculum.
- Attend meetings called by school.

### **Common Accountabilities and Dimensions within all Roles**

- Demonstrate the vision and values of Abbey School in everyday practice, upholding the schools' ethos at all times.
- Actively contribute to the culture of Abbey School as a learning organisation.
- Be responsible for ensuring that your own practice is consistent with Abbey School policies and procedures.
- Be responsible for your own effective professional communication, orally and in writing, to the right people at the right time.
- Be responsible for ensuring that your own responsibilities and accountabilities are clearly defined and understood and for managing your work and working proactively with your manager to that end.
- Be responsible for the health and safety of others using proactive and reactive approaches. This may include using positive handling techniques such as Team-Teach.
- Uphold Abbey School policies to protect and safeguard pupils and vulnerable adults in order to secure their health, safety and wellbeing.

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- Support pupils with intimate care (such as toileting, nappy changing, dressing and feeding) provide support to pupils with medical conditions and the administration of medicine as required by the needs of the pupils.
  - Ensure that any personal care offered to pupils maintains their dignity, promotes their independence and account of all relevant policies.
  - Be responsible for ensuring that personal use of resources is efficient and effective and actively upholds Abbey School's policies.
  - Commitment to promoting equality and diversity through assuming personal responsibility for implementing the school's policy on Equal Opportunities and inclusion for all staff and pupils.
  - Support the Principal and Senior Leadership Team in managing and organising the school efficiently and effectively to ensure it meets the needs of all site users, including pupils, staff, parents and visitors and supports effective teaching, learning and support.
  - This role involves engaging in regulated activity with children and adults, therefore the post is subject to an Enhanced DBS with barred lists check.

### **General**

- To undertake any task in line with requirements of the role under the direction of the Principal.

## Person Specification

| Criteria                             | Essential   | Desirable  |
|--------------------------------------|---|--|
| <b>Qualifications &amp; training</b> | <ul style="list-style-type: none"> <li>- Five GCSEs or equivalent (including Maths and English).</li> </ul>   | <ul style="list-style-type: none"> <li>- Knowledge of safeguarding and child protection.</li> <li>- Positive Behaviour Support qualification or training.</li> <li>- Educated to A-level or recognised childcare qualification.</li> </ul>   |
| <b>Experience</b>                    | <ul style="list-style-type: none"> <li>- Experience of working with or caring for children or young people.</li> <li>- SEN experience</li> <li>- Proven ability to solve problems quickly and remain calm in a crisis situation.</li> </ul>   | <ul style="list-style-type: none"> <li>- Experience of working with children or young people with autism or special educational needs in a school, or health and social care setting</li> <li>- Experience of supporting children or young people with behaviour that challenges.</li> <li>- Experience of working in a fast-paced dynamic environment.</li> </ul> |
| <b>Skills &amp; knowledge</b>        | <ul style="list-style-type: none"> <li>- Flexible attitude to work and adaptable to the needs of the school.</li> <li>- Able to speak and write clearly and use functional Maths to support children and young people.</li> <li>- Effective communication and interpersonal skills.</li> <li>- Ability to build effective working relationships with pupils and colleagues.</li> <li>- Effective team member.</li> <li>- Confident user of technology and software.</li> <li>- Willingness to provide intimate care as required.</li> </ul>   | <ul style="list-style-type: none"> <li>- Demonstrable experience of understanding and a personal commitment to safeguarding and promoting the welfare of children and young people.</li> </ul>   |
| <b>Personal qualities</b>            | <ul style="list-style-type: none"> <li>- Demonstrates a personal commitment to safeguarding and promoting the welfare of children and young people.</li> <li>- Holds high aspirations for children and young people with complex needs and is passionate about providing learning opportunities for them.</li> <li>- Committed to equality and diversity.</li> <li>- Committed to excellence.</li> <li>- Committed to Positive Behaviour Support and evidence-based practice.</li> <li>- Emotionally and physically resilient.</li> <li>- Physically fit and active to meet the demands of the role.</li> <li>- Commitment to continuous professional development.</li> <li>- Reflective practitioner.</li> </ul> |  |
| <b>Other requirements:</b>           | <p>Enhanced DBS plus children and adult barred list checks</p> <p>Must be at least 21 years old</p>   |  |