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| **Senior Learning Mentor** | | | |
| **Division / Function: NASAT Thames Valley School** | | | **Reports to :** Teacher / Deputy Principal |
| **Why** | **Job summary:**   * Lead on mentoring, developing and managing team members within a core operational function of the school.   • To support the development of the curriculum or specialist area across a range of settings.  • Cover Teaching duties as planned with the Senior Leadership Team. | | |
| **What** | **Principal accountabilities**   * Provide the highest standards of support assisting children achieve their maximum potential through the implementation of agreed strategies to support young people with Autism. * Contribute to whole school development providing the highest possible quality of education and maintaining a supportive atmosphere for each young person. * Lead an area of the school to develop and provide creative and responsive support packages for a key operational area of the school both in terms of the teaching support team and environment. * Supervise and coordinate the class during a teacher’s absence. * Monitor timetables, rotas and staff cover on site ensuring adequate arrangements are in place as laid out in individual support packages through effective rota management. * Ensure that systems to identify, address and report on pupils needs and achievements are in place and used appropriately as directed by the teacher. * Develop and build relationships with parents/ carers and professionals. * Actively listen directly to the views, ideas and concerns of the people we support both individually and through all established channels. * Maintain an overall awareness of current issues in the field of autism in order to be able to support the teacher in planning for effective teaching and learning. * In consultation with the class teacher, lead and manage the teaching support team ensuring effective staff performance management in line with NASAT policy and procedures. * Provide mentoring and coaching to the teaching support teams and ensure that they are able to apply experience and learning in their everyday work whilst providing a model of good practice for young people and staff. * Contribute to staff induction and training. * Review NASAT policies and school procedures relating to specific areas of responsibility and feedback to the Senior Leadership Team/ responsible Teacher as required.   Job descriptions only reflect 80% of a role, and are not an exhaustive | | |
| **Competencies** | **I am committed to making a difference**  I commit to NASAT 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. | | |
| **I promote the NAS**  I represent and promote the NASAT. I influence and raise awareness by talking positively about autism and NASAT 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. | | |
| **I communicate effectively**  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. | | |
| **I develop people’s performance**  **I** allocate work, agree objectives and delegate as appropriate. I understand and consistently apply performance management processes and evaluate outcomes .I am not afraid to tackle difficult issues with people/performance. I give clear feedback and understand when and how to tell people what they need to do. I maximise individuals’ performance by coaching and supporting them to develop. | | |
| **I adapt to changing priorities**  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. | | |
| **I develop new and existing activities**  I promote develop and grow NAS services. Identify gaps in our activities and services, making the case for growth. I know when to share what works well and when something new is needed. I think creatively and practically about NAS activities and services. I seek best practice, building on others’ new, alternative ideas and ways of doing things. | | |
| **I cooperate with others to work safely**  I understand the Health & Safety risks associated with my job and work responsibly with others to reduce the risks. I have a positive attitude to safety that causes me to care about the well-being of others as well as myself. | | |
| **Criteria which will be used in shortlisting and selecting candidates.** | | | |
| **Skills/Abilities** | | | |
| * Leadership and management * Ability to motivate students and staff * Ability to lead, coordinate and delegate * Objective decision making * Driving Licence desirable * Good IT skills * Excellent communication skills * Ability to present and deliver training * To have high expectations and aspirations of the young people within our school * Creative problem solving skills | | | |
| **Knowledge** | | | |
| * Autism and autism specific educational and intervention strategies * Other related conditions and key barriers to learning for our young people * OFSTED and statutory requirements for free schools * Statutory and wider national curriculum documentation * Current SEN code of practice * Sound knowledge of models of teaching and learning and quality judgements | | | |
| **Experience** | | | |
| * Operational and performance management. * Working in a SEN provision/ environment * Teaching others in an educational setting (Desirable) * Managing Risk Assessments (Desirable) * Track record in supporting sustainable outcomes for young people with Autism. | | | |
| **Education & Certification** | | | |
| * Degree or equivalent (Desirable) * NVQ Level 3 qualification or equivalent * Autism training (Desirable) | | | |
| **Context** | | **Interfaces** |  |
| Internal   * Teaching Support Team * Young people * All staff at TVS * Local Governing Body | External   * Professionals * Parents/ Carers * Wider Community * Other education establishments |
| **Environment** | Work : Within school and various community settings as appropriate  Travel : Occasional  Hours : 37 hr per week term time only |
| **Scope** | Human Resources: day to day management to cover on a day toi day basis  Administration: day to day compliance and effectiveness such as annual reviews, visitors, correspondence  People Management: Performance management and CPD of specific support team. |
| **Safeguarding responsibilities** | The NASAT 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. |