

Role Profile

Learning Mentor

Role Summary:	The successful candidate will be responsible for supporting access to learning for individual students, small groups and classes when needed. They will have responsibility for providing individual, small group or whole class support as part of the wider team. Depending on the needs of the young people they may have to work in the home on occasions or off site as appropriate. They will liaise regularly with the team around the students, including parents, teachers, therapists and external agencies as appropriate. Work with the family, student and lead teacher to develop and regularly update the Individual Regulation Support Plan, as appropriate and track progress towards goals set on Provision Map. They will ensure that effective provision is in place to meet the students' needs in line with their EHCP and to take responsibility for tracking this regularly. They will also have the capacity to be responsible for providing short term or unplanned absence cover for all teachers within Undershaw or Oakleigh. This could include supervising form time activities as well as delivering pre-planned lessons to facilitate PPA cover.
Site:	Undershaw, Oakleigh, in the family home or offsite as appropriate.
Annual Salary:	Salary Band 6- £30,885 - £33,122 FTE (£27,202 - £29, 172 actual)
Hours:	8.20am to 4.30pm Monday, Tuesday, Wednesday and Thursday and 8.20am to 3.40pm on Friday including a 0.5 hour unpaid break.
Terms:	Permanent 6 months probationary period
Responsible to:	Head of Pastoral Care (HOP) & Deputy Headteacher Pastoral (DHTP)

Supporting and delivering learning.

- Work under the direction of the HOP & DHT to engage pupils who are unable to engage with school / class-based provision full time.
- Maintain, develop and apply professional knowledge in relational approaches and specific SEND needs, to enable effective teaching and learning support for individuals, small groups and classes.
- To plan, resource and deliver strategies to engage and support the learning provision as indicated in the Education Health and Care Plan, addressing barriers to learning including anxiety, trauma based barriers and other mental health issues. This will be supported by ongoing training.
- Understand and be familiar with the therapeutic strategies for each student as specified in their Educational Health and Care Plan (EHCP) and work with teachers and therapists to ensure that they are included in the provision and tracked on Provision Map.
- Identify the individual needs of the student, how they evolve over time and to put in place and adapt interventions to support the child in their engagement.
- To work with parents to optimise the provision and secure the best possible outcomes.
- Support student access to the curriculum by differentiating learning activities where appropriate.
- To develop an understanding of how to support the students in relation to their specific needs.
- Motivate and encourage the students.
- Attend Multi-disciplinary Team meetings to ensure that provision for individual students is appropriate.
- Attend weekly CPD training and take responsibility for one's own professional development.
- Share expert knowledge with colleagues to improve whole school effectiveness.



Undershaw

- Plan, risk assess and support the students on visits and outdoor activities in line with the student's individual plan.
- To provide consistency and allow for continuity through the curriculum for students whilst their subject teacher/tutor is absent.
- To cover for short-term or unplanned absence of a teacher by supervising form time activities and delivering lessons. In all cases class work will be set by the absent colleague or the appropriate curriculum leader.
- Monitor and report back to the absent teacher and /or curriculum leader the student responses to learning activities.
- Provide feedback to students on their progress, achievement and attainment.
- Know how to use skills in literacy, numeracy and ICT to support students learning.
- Support or lead Discovery Day activities.
- To offer enrichment activities as part of our lunch time and after school enrichment programme.
- To support whole school events such as the production, Sports Day and Sundial for example.

Communication and Language Skills

- To work with the therapists in line with local authority provision against the EHCP.
- Help students develop and practice social skills, facilitate interactions and help develop appropriate relationships.
- To use the Communicate in Print software to create resources which support students' communication and understanding.

Pastoral Care

- Develop a positive and trusting relationship with students to support engagement, progress and attainment and promote self-esteem and independence.
- Understand and apply the principles of effective positive behaviour management, individualised to the student.
- Supporting the student in understanding and managing their emotions and behaviour, utilising relational approaches as appropriate.
- Support the promotion of positive relationships with parents and outside agencies.
- Be prepared to be first aid trained and mental health first aid trained if needed.
- Communicate daily with parents of the students in your care to update them.
- Work in line with the schools Health and Safety (Lone Worker) policy and the Lone Worker Risk Assessment.
- Assist in student supervision and supporting students in managing their behaviour throughout the day including break and lunch times, in line with school procedures.

Record Keeping

- Provide the HOP, DHTP and teachers with objective and accurate feedback and reports as required, on student engagement, progress and other matters, ensuring the availability of appropriate evidence.
- To complete appropriate records for off site visits including all elements of EVOLVE, such as risk assessments.
- Support in the writing of individual student risk assessments.
- Regularly record evidence of progress against EHCP targets in Provision Map and against the goals set.
- Keep accurate CPOMS records for the students, including actions for all incidents.
- Support students to compile paperwork for the Annual Review and attend Annual Reviews for each child in their tutor group when required.

Safeguarding

- To comply with safeguarding policies, procedures and code of conduct.
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing.
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy.
- To engage in safeguarding training when required.
- Other reasonable duties at the discretion of the Leadership Team.

Additional Information:

Undershaw is committed to safeguarding and promoting the welfare of children and young people in accordance with DFE Safeguarding Children and Safer Recruitment regulations. The school expects all staff and volunteers to share this commitment.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation in the light of changing school needs. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's responsibilities and duties.

Note: this job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

Signature of Post Holder:

Date:

Signature of Headteacher:

Date:

Teaching Assistant Person Specification

	Essential	Desirable
Education and Experience	<p>C Grade (or equivalent) or above in GCSE English C Grade (or equivalent) or above in GCSE Maths</p> <p>Trained in trauma-based approaches.</p> <p>Trained in positive behaviour management appropriate to the individual SEND needs and barriers to learning.</p> <p>Experience of working with young people with trauma based backgrounds.</p> <p>Experience of teaching / working with students with SEND and barriers to learning which may prevent school engagement.</p>	
Knowledge, abilities and skills	<p>Understanding of Special Educational Needs and Disabilities.</p> <p>Experience of supporting young people with significant mental health issues.</p> <p>Experience of supporting young people with EBNSA.</p> <p>Experience of running intervention programmes under the guidance of a qualified teacher.</p> <p>Ability to work autonomously and independently outside of the school environment.</p> <p>Good communication skills both written and verbal</p> <p>Awareness of safeguarding and child protection issues.</p> <p>Ability to liaise effectively with parents and external agencies.</p> <p>Ability to respond positively and proactively in the moment.</p> <p>High professional standards, judgment, discretion and ability to maintain confidentiality.</p> <p>Experience of communicating effectively with parents & carers</p>	<p>Experience of working in a SEND school environment</p> <p>Knowledge and understanding of curriculum and assessment design.</p> <p>Expertise in relational approaches and able to train others.</p>
Personal Characteristics	Ability to work unsupervised	



	<p>Resilient and calm under pressure.</p> <p>Open, considered and approachable</p> <p>Flexible approach to the task in hand.</p> <p>Willing to undertake training as required.</p> <p>Have a patient approach, and an empathetic nature.</p> <p>A team player willing to step in and help your colleagues</p>	
Other requirements	<p>Suitability to work with children</p> <p>Full clean driving license, insured with business use, and own transport</p> <p>Understanding of the School's ethos and values</p>	