



Job Title	Learning Mentor SEMH	Job Reference	N/A
Location	Meridian High School	Travel Required	No

Core purpose

- Our mission at Meridian High School is to become a centre of excellence for our community where students are challenged so that they learn and achieve within an ethos of resilience, ambition and respect.
- We are an inclusive school and provide our students with the tools they need to present the best version of themselves and prepare them for the future.
- GLF Schools is committed to safeguarding and promoting the welfare of students, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

Key accountabilities

- To support the learning and wellbeing of our students through appropriate interventions to empower them to be able to raise their own achievement and academic progress.
- To deliver interventions to identified students on 1:1 basis or in small groups which support progress.
- To support the learning environment of the school by challenging students appropriately, providing mentoring and guidance as required.
- To attend planning or review meetings and contribute to the reports for students receiving interventions, as appropriate.
- To be able to prioritise own work, show initiative and be flexible in working across all areas of intervention.
- To offer specialism in at least 2 of the following areas of intervention provision:
 - i. **Neurological Differences**
 - ii. **Physical Needs**
 - iii. **Social and Emotional Needs**
 - iv. **Language and Literacy**

Main Duties

- To have a basic level of skill in the teaching of: reading, numeracy techniques, literacy techniques, behaviour modification techniques.
- To have a basic level of understanding of how to support learning for students with sensory impairment and specific physical needs.
- To develop and maintain high levels of expertise in two of the following areas of intervention specialism: neurological differences, physical needs, social and emotional needs, language and literacy.
- To work across all areas within intervention as required in order to meet the needs of students, supporting them to develop independence and to foster enthusiasm for learning (e.g. in class support, withdrawal groups or 1:1 intervention for inclusion).
- To be willing to work, providing intervention support, across all curriculum areas and in all classrooms and learning environments, on and off site.
- To be committed towards having a Level 2 standard of education in English and Mathematics, being skilled at using this knowledge to support students in the application of these core skills across the curriculum.
- To ensure appropriate resources and equipment are accessible and available for students, as required.

- To maintain and take care of stock and equipment, including periodic visual and physical safety checks, as required.
- To be able to support the safe evacuation of students with physical impairment.
- To provide physical assistance to those students with physical needs, including the carrying of equipment as required.
- To provide specific supervision of some students with SEND during breaktimes as directed by the SENDCO before and after school; being prepared to offer flexibility at the start and end of the school day to meet the specific physical or medical support issues of the current cohort of students.
- To attend and contribute to communication meetings with teachers, outside agencies, parents, as appropriate.
- To contribute to the devising of plans as required.
- To invigilate public and internal examinations or provide support for students with exam access arrangements when necessary.
- To participate in professional learning (including INSET and afterschool INSET sessions) and Appraisal, contributing to the identification of own professional development needs.
- To participate professionally in own line management meetings, appraisal review meetings and team meetings.
- To promote students wellbeing by undertaking supervision of students during breaktimes as timetabled on a daily basis.
- To attend staff meetings and whole school events as required e.g. Open Evening, as published annually in the whole school diary.
- To work restoratively with staff, students, families and colleagues to maintain the strong community culture and inclusive ethos of the school.
- To take responsibility for your own wellbeing.
- At the discretion of the Executive Headteacher and Head of School to undertake other activities from time to time agreed to be consistent with the nature of the role.

Reports to

- Senior Leader for Behaviour (SEMH & Thrive)

Safeguarding

- GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under- represented groups including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion.

General

- GLF Schools expects its employees to work flexibly with the framework of the duties and responsibilities above. This means that the post holder may be expected to carry out work that is not specified in the job profile but which is within the remit of the duties and responsibilities.