



Job Description

Job Title: Nurture Class Progress Mentor

Responsible To: Directly responsible to the SENDCo

Responsible For: No other members of staff

Salary: LPT 5

Job Purpose:

- To provide practical and specialised support for students who have communication; cognition and learning; behavioural, emotional and social; or physical/sensory difficulties and have been identified to be taught within a nurture class hub.
- To plan and deliver interventions to small groups or individual students.
- To liaise with teaching staff about the needs and support of specific students.
- To support and implement the whole school policies relating to behaviour.

Main Duties:

The principal accountabilities of the role are set out below, but they are not intended to reflect an exhaustive list of duties.

Progress Mentor

- To support students who have
 - Communication, cognition and learning difficulties
 - Physical/sensory difficulties, including students with mobility issues
 - Behavioural, emotional and social difficulties,
 - including those who have a statement of Special Educational Needs/Education Healthcare Plan or are on School Support (K)
- To plan and deliver a specialist area of support; planning and delivery of interventions for identified students, under the direction of the SENCO.
- To record own interventions on Bromcom and review effectiveness.
- To be familiar with the needs of selected individual students and strategies to employ in order to help them make progress.
- To provide mentoring and support for an individual or a group of students which enables them to tackle tasks and become more independent learners.
- To contribute to the management of student behaviour by keeping individual students on task in the classroom in order to minimise distraction to the whole class.
- To offer feedback on pupils' learning and needs to teachers, as appropriate.
- To contribute to the transition process for students between all key stages.
- To contribute to the assessment and recording of student progress.
- To contribute to the production of student case studies, and update the SEND support list and write student passports/learning/SSA plans etc.
- To communicate with parents as appropriate.
- To disseminate SEND information and provide training for fellow Progress Mentors to share expertise amongst the SEN team.
- To review and develop your own professional practice in liaison with the SENDCo and/or Deputy SENDCo.
- All employees of LPAT are expected to follow the employee code of conduct and are thereby required to have due regard for safeguarding, data protection, health and safety in the workplace regulations, promote equal opportunity, exercise professionalism and uphold the values of member schools and LPAT.

April 2026



Person Specification

Job Title: Progress Mentor

Selection Criteria	Assessment Method
Qualifications/Experience	
<p>Essential:</p> <ul style="list-style-type: none"> ▪ Good standard of education –including GCSE in English and Maths. ▪ Excellent communication skills both written and verbal. ▪ Previous experience in a similar role. <p>Highly Desirable:</p> <ul style="list-style-type: none"> ▪ Competent working knowledge of Microsoft Office Packages, particularly Word and Excel and Outlook. ▪ Experience of working in a school environment. ▪ Hold a certificate of competency in a specialist SEND area relevant to the role. 	<p>Application form Certificates</p>
Knowledge, Skills and Personal Qualities	
<p>Essential:</p> <ul style="list-style-type: none"> ▪ An interest in young people and an understanding of their difficulties. ▪ Knowledge of the school environment. ▪ Knowledge and understanding of a specialist SEND area or focus relevant to the role. ▪ Understanding of the theories of teaching and learning and factors that support this area including types of SEND and managerial strategies in the classroom. ▪ Good communication skills both written and verbal with the ability to communicate with a wide variety of people and age groups. ▪ Attention to detail and accuracy. ▪ Good organisational skills with the ability to prioritise and follow instructions. ▪ Good computer literacy and accurate keyboard skills. ▪ To work effectively as part of a team, complementing the work of existing colleagues. ▪ People management skills. ▪ Ability to work well under pressure . ▪ Ability to evaluate and respond flexibly to meet changing and challenging priorities throughout the working day. ▪ Vision and personal drive to develop their profile in school, drawing upon good practice from elsewhere as appropriate. ▪ A professional approach supported with a due regard for discretion and the need for confidentiality. ▪ Personal presence, confidence, patience, sensitivity and maturity of approach. ▪ High standard of discipline. <p>Highly Desirable:</p> <ul style="list-style-type: none"> ▪ Working knowledge of Bromcom. 	<p>Application form Personal statement References In-tray exercise Interview</p>