

Responsible to: SENDCo

Statement of Purpose

To work, under the guidance of the SENDCo and class teacher, to provide support in addressing student needs and help to overcome barriers to learning.

Support to Students

- Provide pastoral support to students in a caring and respectful manner within the school environment.
- Provide support for students for their social and emotional needs.
- Provide general support to students ensuring their safety by complying with good H&S practice.
- Ensure classroom discipline through the implementation of the school's behaviour policy.
- Participate in the assessment of students to help the teacher determine the students' needs.
- In conjunction with the teacher, implement Individual Education/Behaviour/Care Plans.
- Use specialist knowledge/experience to provide appropriate support to students in relation to their individual needs.
- Provide feedback to students, teacher, SENDCo and parents/carers in relation to progress, achievement, behaviour etc.
- Develop 1:1 mentoring arrangements with students and provide support as appropriate.
- To contribute to raising standards by ensuring high expectations are promoted to students.

Support for the Teacher

- Monitor and evaluate students' responses and progress against action plans through observation and planned recording.
- Under the direction of the teacher, provide objective and accurate feedback and reports as required regarding students.
- Be responsible for keeping and updating records as agreed with the SENDCo and class teacher and contribute to progress reviews.
- Assist in the implementation of agreed behaviour management strategies.
- Assist the teacher in monitoring students' responses and learning activities and accurately record as directed.
- Work with staff in adjusting learning activities as appropriate.
- Co-ordinate and organise students attending extra-curricular activities/work experience or other out of school activities under guidance of the teacher/SENDCo.
- Undertake routine administrative tasks.
- Assist staff in the implementation and monitoring of systems relating to integration.
- Establish a constructive relationship with the child's parents/carers, exchanging information honestly and sensitively, facilitating their support for their child's attendance, access and learning, and supporting home/school partnerships.

Support for the Curriculum

- Implement agreed learning activities/teaching programmes under the direction of the teacher.
- To be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for students.
- Support students' access to learning using resources and strategies devised by the class teacher/SENDCo/outside agencies.
- Contribute to the preparation of appropriate materials.
- Support students to understand instructions in relation to curriculum subjects.

Support to School

- Promote and safeguard the welfare of children you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Liaise effectively with teachers, parents/carers, welfare officers and other professional staff as part of the routine consultative process.
- Establish constructive relationships and communicate with other agencies/professionals.
- Contribute to the overall ethos and values of the school.
- Attend relevant meetings as required.
- Assist with the supervision of students out of lesson times, including before and after school and at lunch times.
- Recognise own strengths and areas of expertise and use these to support and advise others.
- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.
- Ensure a work environment that protects people's health and safety and that promotes welfare in accordance with the school's health and safety policy.

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.***

Person Specification
Learning Support Mentor

Criteria	Measured by
<p>Experience</p> <ul style="list-style-type: none"> • Previous experience of working to support children’s learning, gained in a relevant environment. • Experience of working with students with Asperger’s/Autism. 	A/I
<p>Qualifications/Training</p> <ul style="list-style-type: none"> • Good numeracy/literacy skills. • NVQ 3 for Teaching Assistant (or recognised equivalent qualification). • Training in relevant strategies. 	A/I
<p>Knowledge/Skills</p> <ul style="list-style-type: none"> • Full working knowledge of relevant policies/codes of practice. • Good understanding of areas of learning, e.g. literacy, numeracy, SEN. • Understanding of learning processes and in particular, barriers to learning. • Ability to self-evaluate learning needs and actively seek solutions. • Effective use of ICT to support learning. • Excellent interpersonal skills to be able to relate well to a wide range of people. • Work constructively as part of a team whilst being able to demonstrate initiative. • Good communication skills. 	A/I
<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Customer focused. • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the students, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 	A/I

A = Assessed at Application

I = Assessed at Interview