**Role Profile**

**Learning Mentor**

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| **Role Summary:** | The successful candidate will be responsible for supporting access to learning for individual students and / or small groups. Have responsibility for providing individual or small group support under the guidance of a qualified teacher with experience in trauma based approaches. To work in the home or off site as appropriate to individual needs. 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 Engagement Plan, as appropriate. 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. |
| **Site:** | Undershaw, in the family home or offsite as appropriate. |
| **Annual Salary:** | FTE £25,524 (pro-rata £22,480) |
| **Hours:** | 8.30am to 4.30pm Monday, Tuesday, Thursday, 8.30am to 5.30pm on a Wednesday and 8.30am to 3.30pm on and Friday including a 0.5 hour unpaid break. |
| **Terms:** | Fixed term until August 2023 (then to be reviewed)  6 months probationary period |
| **Responsible to:** | AHT Safeguarding and Health |

**Supporting and delivering learning.**

* Work under the direction of the AHT to engage pupils who are unable to engage with school based provision full time.
* Maintain, develop and apply professional knowledge in trauma based approaches and specific SEND needs, to enable effective teaching and learning support for individuals and small groups.
* 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 Educational Psychology (EP) reports and work with teachers and therapists to ensure that they are included in the provision.
* 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.
* Provide feedback to students on their progress, achievement and attainment.
* Know how to use skills in literacy, numeracy and ICT to support students learning.
* 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.
* Plan, risk assess and support the students on visits and outdoor activities in line with the student’s

individual plan, within contracted hours as required.

**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 trauma based 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 inline with the schools Health and Safety (Lone Worker) policy and the Lone Worker Risk Assessment.

**Record Keeping**

* Provide the AHT 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 Individual Engagement Plan.
* 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**

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|  | Essential | Desirable |
| Education and Experience | C Grade (or equivalent) or above in GCSE English  C Grade (or equivalent) or above in GCSE Maths  Trained in trauma based approaches.  Trained in positive behaviour management appropriate to the individual SEND needs and barriers to learning.  Experience of working with young people with trauma based backgrounds.  Experience of working with students with SEND  and barriers to learning which may prevent school  engagement. |  |
| Knowledge, abilities and skills | Understanding of Special Educational Needs and Disabilities.  Experience of supporting young people with significant mental health issues.  Experience of running intervention programmes  under the guidance of a qualified teacher.  Ability to work autonomously and independently outside of the school environment.  Good communication skills both written and verbal  Awareness of safeguarding and child protection issues.  Ability to liaise effectively with parents and external agencies.  Ability to respond positively and proactively in the moment.  High professional standards, judgment, discretion and ability to maintain confidentiality. | Knowledge and understanding of curriculum and assessment design.  Expertise in trauma based approaches and able to train others. |
| Personal Characteristics | Resilient and calm under pressure.  Open, considered and approachable  Flexible approach to the task in hand.    Willing to undertake training as required.  Have a patient approach, and an empathetic  nature. |  |
| Other requirements | Suitability to work with children    Full clean driving license, insured with business use and own transport  Understanding of the School’s ethos and values |  |