Manchester Secondary PRU

**Job Description**

**Learning Mentor**

**Grade 4**

The post holder will report to the Head of Centre/Student Service Manager/Senior Learning Mentor. Apart from other colleagues in the school, the main contacts of the job are: Head Teacher, teaching staff, other support staff and pupils.

**Main Purpose of the Job:**

Under the guidance of teaching/senior support staff, provide support for pupils who require help to enable access to learning and to assist in the management of pupils

Provide specialist support in a specific area of curriculum and to supervise groups and occasionally whole classes for a session/lesson in the classroom or outside the main teaching area as required

#### Main Duties

# Support for pupils

1. To work with groups of children under the supervision of the teacher including the delivery of therapy and programmes of work, including the implementation of ILPs
2. Supervise and provide particular support for pupils with special needs ensuring their safety and access to learning activities
3. Give regular feedback on children’s progress to the class teacher and file records
4. Attend to children’s personal needs, including pastoral, social, health, physical hygiene, minor first aid and welfare matters
5. Establish good relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual needs
6. Promote the inclusion and acceptance of all pupils
7. Encourage pupils to act independently as appropriate
8. To occasionally supervise whole classes as required
9. To assist with the dispensing of medication in exceptional circumstances with appropriate training and under the supervision of medical staff where necessary.
10. To carry out escort duties as appropriate whenever required
11. To support pupils on integration placement in mainstream schools or colleges and on work experience placements.

## Support for Teachers

1. To assist the teacher to ensure a safe classroom and outdoor environment, checking materials and personal equipment for defects and implement risk assessments carried out by the teacher according to school guidelines. This will include cleaning equipment used by pupils and ensuring its accessibility.
2. To liaise with therapists, medical staff, and other personnel working with pupils as required, assisting with the coordinating and planning of programmes of work and to integrate specialist advice and practice into ILPs.
3. Provide curricular clerical/admin support, eg. photocopying, making lists, collection of monies
4. Prepare the classroom for lessons, including display work under the direction of the teacher
5. Undertake pupil record keeping and updating records, information and data, producing reports as required
6. Assist in the development and implementation of behavior management strategies
7. Monitor pupil responses to learning activities and accurately record achievement/progress as directed
8. Administer and assess routine tests and invigilate exams and undertake routine marking of pupil’s work

## Support for the Curriculum

1. To provide support in all areas of the curriculum and on social occasions for pupils who have been identified as having medical conditions, which disable their full independent access to mainstream school life.
2. Provide Curriculum / resource support and undertake programmes including those linked to local and national learning strategies, including assessment
3. Support the use of ICT in learning activities and develop pupils’ competence and independence in its use
4. Assist in the whole planning cycle, including the development of lesson/work plans and managing and preparing resources
5. Undertake structured and agreed learning activities/ including those linked to local and national learning strategies, adjusting activities according to pupil responses and particular needs, in order to maximise pupil access to the curriculum within an inclusive setting where appropriate. To record achievement and progress and provide feedback to the teacher.

## Support for the School

1. Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.
2. Assist in maintaining high standards of health and safety at all times.
3. Maintain good relationships with colleagues and work together as a team.
4. Assist in the supervision of classroom and outdoor activities.
5. Assist with the supervision of discreet groups of pupils for short periods when the teacher is not present.
6. Contribute to the overall ethos/work/aims of the school.
7. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
8. Attend relevant meetings.
9. Participate in training, including relevant learning strategies and other learning activities and performance management where required.

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All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school’s Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007. In addition to HLTA’s, the Regulations cover other groups of support staff who undertake ‘specified work’ at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out ‘specified work’. Where more demanding aspects of ‘specified work are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

A teaching assistant Level 2 may be called upon to provide cover supervision for a group or occasionally for a whole class for a session/lesson, this may involve the teaching assistant contributing to the planning, preparation, assessment and reporting.

The Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and City Council Policies.

Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

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###### Person Specification

**Learning Mentor Grade 4**

**For this job we are looking for:**

Experience of working with children/young people with social, emotional and behavioural difficulties, and those with communication, severe profound or complex learning difficulties where appropriate, ideally in an educational establishment.

English and Maths to GCSE Grade 4 or above or equivalent (e.g. Functional Skills Level 2).

Completion of the Teaching Assistant Induction Programme or willingness to work towards.

Ability to relate well to children and adults

Ability to work as part of a team

An understanding of the role of the Teaching Assistant and other professionals working in the classroom

Ability to use relevant technology and IT systems (e.g. Office 365, SIMS, CPOMS)

Understanding of school curriculums and other basic learning programmes/strategies

Basic understanding of child development and learning

Willingness to undertake first aid training as appropriate

#### Personal Style and Behaviour

Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.

Self motivation and personal drive to complete tasks to the required timescales and quality standards.

The flexibility to adapt to changing workload demands and new school challenges.

Personal commitment to ensure support is equally accessible and appropriate to the diverse needs of the pupils.

Personal commitment to continuous self-development.

Personal Commitment to continuous school improvement.

Be willing to consent to and apply for an enhanced disclosure to a DBS (Disclosure and Barring Services) check.