

Job Description

Job Title	Learning Mentor	Department	Inclusion
Reporting to	To be agreed - depending upon department allocation	Grade	7
Hours per week	35 hours during term time + 5 INSET days 8:15am – 3:45pm (including a 30 min unpaid break)		
Hours of Work	To be confirmed with Line Manager		

The performance of all duties and responsibilities shown will be under the reasonable direction of the Headteacher: and the Deputy Head Teacher, or other Senior Manger if appropriate, will be mindful if his/her duty to ensure that the employee has reasonable workload and sufficient support to carry out the duties of the post.

The job description will be reviewed at least annually and any changes will be subject to consultation. The School's Grievance procedure will be used to resolve any dispute arising out of the job description. Other relevant policies may be the County Council Stress at Work Policy and Dignity at Work Policy.

Purpose of the job:

To work preventatively and proactively with pupils and school staff by providing:

- ❖ intensive and planned programmes of support in school for students to help improve academic progression.
- ❖ intensive and high-impact support in raising learning engagement and achievement for students who have specific learning needs.
- ❖ individual or group support for the pastoral needs of students, in order to remove obstacles and barriers to learning.

Key tasks:

1. To offer intensive periods of learning and emotional support to students. The total weekly hours include contact time with students and planning, preparation and assessment.
2. To plan and deliver lessons for groups with specific pastoral and academic needs.

Portway • Wantage • Oxfordshire OX12 9BY
 Headteacher: **Jo Halliday BSc Hons Dip M NPQH**
 Telephone: 01235 225700 • Email: enquiries@kaacademy.org • www.kaacademy.org



3. To work closely with subject departments and with other teams within the Academy to develop programmes of individualised pastoral support for students with low academic achievements.
4. To devise fixed-term programmes of support which will focus on enabling students to engage in the normal programme of school activities, such as engaging in lessons.
5. To devise targeted monitoring systems with a focus on developing students' independence and self-monitoring skills.
6. To provide regular feedback on progress to their line manager, colleagues, parents and tutors.
7. To be aware of difficulties the student may be having in the classroom and to offer advice about a student to teachers as necessary to ensure that academic progress is being made.
8. To produce reports as and when required.
9. To contribute to the wider life of the college and Department, such as break time duties, trip and electives

Universal

- To be personally committed to the process of continuous improvement in the College.
- To participate in relevant staff development and training schemes.
- To participate in personal professional development.
- To comply with Health and Safety requirements.
- To comply with "Rights and Responsibilities".
- To be committed to safeguarding and promoting the welfare of children and young people.
- To undertake other duties as may be required from time to time.
- To be prepared to undertake First Aid training if required.

Employees Name:

Signed:

Date:

Line Manager's Name

Signed:

Date:

Person Specification

Specification	Essential	Desirable
Education and training	<ul style="list-style-type: none"> • 5 A*-Cs at GCSE including English and Mathematics or equivalent training. • Willing to undertake relevant training, to learn new skills and update existing knowledge, skills and understanding 	<ul style="list-style-type: none"> • Family links trained • Degree and/or professional qualification • Further professional training • Training in safeguarding • Aspirations to become a teacher.
Experience	<ul style="list-style-type: none"> • Recent experience of working with challenging young people • Evidence of being an effective member of a team • Experience of promoting high expectations and aspirations • Positive working relationships with colleagues • Recent successful experience of working with young people across the age and ability range in an educational setting 	<ul style="list-style-type: none"> • Experience working in a pastoral team or within a specialist learning environment for students with SEND
Relevant skills and Aptitudes	<ul style="list-style-type: none"> • Ability to form excellent working relationship with colleagues • A high level of energy and resilience • Ability to promote calm and conducive learning environment • Ability to work calmly and deliver in challenging circumstances • Excellent record of attendance • Genuine interest in working with young people • Ability to recognize and respect confidentiality • Ability to work under pressure, prioritise tasks and work to deadlines • Ability to multi-task 	<ul style="list-style-type: none"> • A passion for improving the educational engagement of young people • Understanding of the <i>Code of Practice for Special Educational Needs</i>