



## Twyford Church Of England Academies Trust

“I have come that you might have life &  
have it to the full” John 10 v10

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Twyford CE High School | William Perkin CE High School | Ealing Fields High School | Ada Lovelace CE High School

### Job Description

<b>Job Title:</b>	Academic Mentor
<b>Grade:</b>	Grade 5, points 12-15 term time only 35 hours per week
<b>Line Manager:</b>	Trust SENCO / Head of ARC / Head of Inclusion
<b>Supervisory Responsibility:</b>	None
<b>Hours:</b>	Up to 35 hrs per week; Term time (39 wks (195 days)/yr)

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### Main purpose of the job

1. To support the Trust SENCO / Head of ARC / Head of Inclusion in the raised achievement of targeted groups of students
2. To deliver literacy or numeracy nurture support (teaching groups of up to 6)
3. To support the KS3 and KS4 in-class curriculum
4. To ensure effective communication between Learning & Inclusion, ARC and other stakeholders
5. To be the lead AM for up to 6 students & share good practice
6. To support students 1:1 or in small groups
7. To assist with healthcare, first aid and personal needs, as necessary
8. General responsibilities for the ARC / Learning & Inclusion team

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### Main responsibilities and tasks

1. **To support the Trust SENCO / Head of ARC / Head of Inclusion in the raised achievement of targeted groups of students**
  - To support pupils identified as being at high pastoral intervention stages and/or with special educational needs through the delivery of specific learning programmes, and to contribute to setting student profiles or Individual Education Plan (IEP) targets and reviews.
  - To support in Study Club/homework club after school for one or two days each week.
  - To undertake routine reading & spelling assessments & mark them.
  - To offer at least one wider learning experience to vulnerable students (this could be Study Club) and at least one lunch club.
  - To mentor selected students as part of Pupil Premium interventions.

## **2. To deliver literacy or numeracy nurture support**

- To deliver literacy or numeracy small group sessions as required.
- To ensure high standards of conduct in all supported lessons.
- To ensure any materials developed are filed on the M Drive/Copia and resources made available.
- To monitor student progress termly, provide feedback to pupils, and ensure feedback is given as requested by the Trust SENCO/Head of the ARC/Head of Inclusion.

## **3. To support the KS3 and KS4 in-class curriculum**

- To support the classroom teacher either by supporting in-class or by producing relevant resources.
- Communicating with classroom staff before and after lessons to ensure support is targeted effectively.
- Planning and delivering withdrawal sessions offering literacy and numeracy where students are not accessing the main curriculum.

## **4. To ensure effective communication between Learning & Inclusion, ARC and other stakeholders**

- To ensure effective communication, and attend departmental meetings as required by all Departments.
- To contribute to meetings concerning individual students following discussion with the Trust SENCO, Head of ARC, class/subject teacher, etc.

## **5. To be the lead AM for up to 6 students**

- To be the lead AM for up to 6 students.
- To oversee relevant games and resources used in the lunchtime session, and ensure other AMs have resources ready and available to support their work with these groups.
- Mentoring selected students who are vulnerable and struggling to academically or pastorally.
- Key working – greeting and supporting students with their organisation before school.
- Supporting vulnerable students at break or lunch to develop peer relationships.
- To be a point of contact with teachers to overcome minor issues.
- To liaise closely with the SENCO and family to ensure well-being and academic progress of the student.

## **6. To support students 1:1 or in small groups**

- To develop literacy and numeracy skills in small group or 1:1 sessions.
- To support students to develop study & organisational skills.
- To support with re-drafting or proof reading a piece of work that a student has completed.
- To act as reader, scribe or invigilator for students taking exams in the Learning & Inclusion area/ARC.
- To support students to catch up work.
- To develop, run, and evaluate at least one additional intervention group, which supports a vulnerable group of students.

## **7. To assist with healthcare, first aid and personal needs, as necessary**

- To promote independence within school, assist with personal care, physical & medical conditions, as necessary.
- To ensure that specialist equipment allocated to students is used appropriately and kept in working order (e.g. hearing/visual aids, magnifiers & laptop computers)
- To reassure and encourage students appropriately, especially in cases where the student is suffering from anxiety/low self-esteem.

## 8. General responsibilities for the ARC / Learning & Inclusion Team

- To actively support the work of the team, participate in (and allocate time to) various activities (Within the total hours) to enhance students' opportunities (e.g. Visits & outings, events)
- To be aware of & comply with policies & procedures relating to child protection, health & safety, security, confidentiality and data protection, reporting all concerns to the appropriate person.
- To participate in personal development, including training, other learning activities and routine 1:1's and reviews, as required.
- To undertake routine administrative tasks.
- To undertake broadly similar duties, commensurate with the level of the post, as directed by the Trust SENCO, Head of ARC, Head of Inclusion or the Head teacher.

## Key measures of success

- Achievement in core subjects is raised across the cohort of SEN students.
- Value added results are achieved for individually targeted SEN students.

## Signatures

Signature of \_\_\_\_\_  
 Manager:

Date: \_\_\_\_\_

Signature of Post Holder: \_\_\_\_\_

## Person Spec

Education and Qualifications	Essential	Desirable
GCSE passes at 'C' grade (or equivalent) or higher in English and Maths, or equivalent NVQ level 2	✓	
A Levels	✓	
University degree		✓

Knowledge and Experience	Essential	Desirable
Proficient ICT skills	✓	
Intermediate or advanced MS Office user		✓
The ability to write cogently and fluently with correct spelling and punctuation	✓	
Awareness and understanding of safeguarding	✓	
First Aid qualification		✓

Experience of delivering First Aid		✓
Experience of working within a school environment		✓

Personal Qualities	Essential	Desirable
Professional attitude and approach to work	✓	
Willingness and ability to manage own time and take full responsibility for work	✓	
Ability to organise, plan and prioritise work, paying attention to detail	✓	
Enthusiasm for working with staff and students	✓	
Ability to communicate clearly and effectively with different audiences, orally and in writing	✓	
Able to demonstrate discretion, confidentiality and commitment	✓	
Patience, kindness, flexibility, good humour and the ability to work as part of a team	✓	
Excellent attendance and punctuality	✓	

## Key Terms and Conditions

### Pay:

Salary is pro-rated for term-time only (pay is for 46 weeks: 39 term time week + 7 weeks annual leave entitlement). The pro-rated salary is paid in 12 equal monthly payments across the year.

Starting salary is on the lowest scale point in the grade; increments are then paid to staff with more than 6 months service in April of each year until the highest scale point in the grade is reached. Payment is by bank transfer on or by 26<sup>th</sup> of each calendar month.

### Hours of work:

Hours per week as agreed (up to 35), term-time only.

**Term-time only:** this is a 39 week (195 days)/year contract. This includes between 190-195 teaching days, with any additional days (up to 195) to be worked as directed by, and discussed with, the SENCO, Head of ARC or Head of Inclusion.

### Pension Scheme:

You will be entitled to join the Local Government Pension Scheme. Details of the scheme are found here: [www.lgps.org.uk](http://www.lgps.org.uk)

*The Twyford Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undergo the child protection screening appropriate to the post, including an enhanced disclosure from the DBS (Disclosure and Barring Service) and references from previous employers. For more information about the DBS please see <https://www.gov.uk/disclosure-barring-service-check>*