



Twyford Church Of England Academies Trust

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

Ada Lovelace CE High School

Job Description

Job Title:	Learning Mentor
Grade:	Grade 7 points 12-15
Line Manager:	Assistant Headteacher: Head of Inclusion
Supervisory Responsibility:	None
Hours:	35 hours per week (8.30am until 4.15pm- Monday to Thursday, 8:30am- 2:30pm on Friday); Term time only

Main purpose of the job

1. To support the Trust SENCO and Head of Inclusion in the raised achievement of targeted groups of students
 2. To provide targeted support in class for those on the inclusion cohort (KS3 and KS4)
 3. To ensure effective communication between Learning & Inclusion and other stakeholders
 4. To lead AM and PM registration for up to 6 students
 5. To provide support, mentoring and guidance to students 1:1 or in small groups
 6. General responsibilities for the Inclusion team, including oversight of Room 1.12
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Main responsibilities and tasks

1. To support the SENCO and Head of Inclusion in the raised achievement of targeted groups of students

- To support pupils identified on the Inclusion Cohort as being at high pastoral intervention stages and/or with special educational needs through the delivery of specific learning programmes, and
- To mentor selected students as part of Inclusion / Pupil premium interventions.

2. To provide targeted support in class for those on the inclusion cohort (KS3 and KS4)

- To support pupils identified on the Inclusion Cohort by offered in-class support where required 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.
- 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.
- To support students to catch up work.

3. To ensure effective communication between Inclusion 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 SENCO, Pastoral Deputy Head or Head of Inclusion.
- Contribute to the setting and drafting of student profiles or Individual Behaviour Plan (IBP) targets and reviews.

4. To lead AM and PM registration for up to 6 students

- To lead AM registration for up to 6 students.
- Key working – greeting and supporting students with their organisation before school.
- To be a point of contact with teachers to overcome minor issues.
- To liaise closely with the Head of Inclusion, Pastoral Team and family to ensure well-being and academic progress of the student.

5. To provide support, mentoring and guidance to students 1:1 or in small groups

- Mentoring selected students who are vulnerable and struggling academically or pastorally.
- To support students who struggle to regulate with self-regulation strategies using *zones of regulation* strategies
- To support students to develop study & organisational skills.
- To use school-wide mental health strategies to reassure and encourage students appropriately, especially in cases where the student is suffering from anxiety/low self-esteem.
- To develop, run, and evaluate at least one additional intervention group, which supports a vulnerable group of students.
- To support in Study Club/homework club after school for one or two days each week.
- Support vulnerable students at break or lunch to develop peer relationships.
- Offer at least one wider learning experience to vulnerable students (this could be Study Club) and at least one lunch club.

7. General responsibilities for the Inclusion Team , including oversight of Room 1.12

- *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 oversee 1.12 spaces and ensure it remains tidy, organised and used effectively, with rotas and clear rules/ systems for each sub-space
- To ensure that specialist equipment allocated to students is used appropriately and kept in working order (e.g. laptop computers)
- To ensure that students who have independent study periods in 1.12 have work from subject teachers and are completing it

- To undertake broadly similar duties, commensurate with the level of the post, as directed by the SENCO, Head of Inclusion or the Deputy Headteacher (Pastoral).
- To supervise the Internal Exclusion room once per day (Mon – Thurs)

Key measures of success

- Achievement in core subjects is raised across the cohort of Inclusion students. Value added results are achieved for individually targeted inclusion students.
- Improvement in attendance figures for targeted inclusion students
- Reduction in fixed term exclusions and internal suspensions for targeted 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		✓
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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.

The Full Time Equivalent salary for Grade 5 points 12 - 15 is £25,278 - £26,661

The **pro rata salary for term time only** (35 hours per week) is £22,361 - £23,584

The salary will also be dependent on the number of hours per week, and a further pro rata calculation is made for a working week of less than 35 hours.

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 26th 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

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>

You will also be expected to sign and adhere to the school's SAFEGUARDING CHILDREN & YOUNG PEOPLE and SAFE WORKING PRACTICE AGREEMENT which is available as a download on the school website Vacancies page.