



# Highclare School

## JOB DESCRIPTION

### Learning Mentor (one-to-one support)

### Line Manager: Learning Support Coordinator (Senior School)

#### School Aims:

- *To provide high quality teaching and to encourage independent learning and individual excellence within a secure and happy environment.*
- *To motivate each learner to achieve his / her full all-round potential.*
- *To develop the value of self-respect and self-discipline, alongside tolerance and respect for others and the environment*

#### Specific Role:

The role of this post is to provide one-to-one support for an individual pupil in lessons, across the curriculum, following their Individual Support Plan / Education and Health Care Plan. Additionally, to provide support to other pupils on the Learning Support Register within the allocated pupil's classes.

#### General:

1. To liaise with the Learning Support Coordinator (Senior School)
2. To support identified pupils within the class
3. To withdraw identified pupils and work on 1:1 basis or in small groups.
4. To support academic progress of identified pupils, including those working at the highest grades.
5. To follow pupils' ISP/EHCPs and their targets closely
6. To contribute to the EHCP Annual Review process
7. To liaise with the Learning Support Coordinator ahead of the school reporting process
8. To adapt learning resources for pupils / teachers
9. To cover lessons for absent colleagues, if required.
10. To invigilate internal / external examinations, if required
11. To act as a reader, prompter or scribe for pupils with examination access arrangements
12. To be familiar with the Learning Support Register and the needs of pupils with learning difficulties.
13. To read and follow the Learning Support Policy and other relevant policies in the school.
14. To attend professional learning and development (PLD) training as required / necessary, including whole school PLD days
15. To keep and maintain records of pupils and their progress
16. To liaise with teaching staff as required regarding pupils and their learning
17. To support the Teacher's class discipline and classroom ethos.
18. To be aware of and comply with policies and procedures relating to safeguarding child protection, health and safety, confidentiality and data protection, reporting all concerns to the appropriate person.
19. Contribute to the overall ethos and aims of the school

This list is intended to be as comprehensive as possible but is not exhaustive.

*Highclare School is committed to safeguarding and promoting the welfare of its pupils. There is a legal requirement to provide satisfactory replies to List 99 enquiries which are obtained in the form of an Enhanced Disclosure from the Disclosure and Barring Service.*



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## **PERSON SPECIFICATION** **Learning Mentor (one-to-one support)**

### **The Learning Mentor, should:**

1. Possess appropriate qualifications to support academic achievement at the highest grades
2. Have experience of supporting students in a secondary school environment
3. Have sound knowledge of how social, emotional and mental health conditions impact academic performance including students with autism spectrum disorder (ASD)
4. Be emotionally resilient
5. Have an awareness of possible stigma and discrimination around people with mental health conditions and special educational needs and disabilities (SEND)
6. Possess excellent communication skills and be able to communicate with teachers and pupils at all levels
7. Be a good team member and have a flexible attitude to work
8. Have the ability to recognise their own limitations
9. Establish and maintain boundaries within a professional role
10. Have confidence in working independently with learners
11. Be ICT literate (knowledge of SIMS would be an advantage but is not essential)
12. Have a good sense of humour!
13. Read the Staff Handbook and follow general directions
14. Attend meetings, e.g. staff meetings, open days, etc. as directed by the Head or Head of Department.
15. Attend courses and INSETS as directed
16. Participate in Staff Review procedure.