



Deer Park School

## DRAFT JOB DESCRIPTION

JOB TITLE:	Advanced Learning Mentor
GRADE:	Grade C
WORKING WEEKS/ HOURS:	39 weeks; 30.75 hours per week
TIMES WORKED:	8.15am–4.00pm Monday to Wednesday 8.15am–3.00pm Tuesday, Thursday and Friday
BASE:	Additional Support Department – Deer Park School

### ORGANISATIONAL ARRANGEMENTS:

**Job holder:** to be appointed

**Reports to:** SENCo

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### GENERAL STATEMENT

To represent Wildern Academy Trust in a positive manner and to treat all visitors with respect, courtesy, and consideration, to ensure that every effort is made to satisfy reasonable requirements and assist in the maintenance of an attractive welcoming campus.

To carry out duties correctly and promptly in a good working atmosphere and to assist in the creation of a safer environment by adhering to Health and Safety Regulations and agreed Codes of Practice for Wildern Academy Trust employees. Attendance at training courses may be required as part of professional updating.

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### JOB PURPOSE

- To coordinate and deliver 1:1 and small group interventions, under the professional direction of a qualified teacher, including planning, preparing, assessing, recording, and reporting on development, progress, and attainment.
  - To complement and support the professional work of teachers by developing strategies to support students in the classroom and sharing these with classroom teachers.
  - To support and line manage Learning Mentors to develop their support practice.
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### RESPONSIBILITIES/ACCOUNTABILITIES:

#### **Advanced Learning Mentor**

- To work with teachers in identifying, advising, supporting and reviewing the implementation of teaching and classroom strategies (including those defined in student support plans)
- Supporting a named Learning Mentor or small group of Learning Mentors, including supporting their line management and performance management
- Developing expertise within an area of SEND determined as a need within the department.

- To work with a range of students in a range of subjects, in classroom settings and in small groups
- Monitoring and recording progress
- Assessing the needs of students, including those with SEND and unidentified learning needs
- Provide accurate feedback and reports on student progress and achievements
- Liaising with parents/ carers
- Carry out interventions and review progress of students against learning programmes
- To support break/ lunch time duties as required, could include supervision for small groups
- Support extra-curricular policies and afterschool on a rota basis
- Contributing to annual review meetings
- To conduct support activities with students that have been designed by specialist teachers or external agencies, e.g. occupational therapy, speech and language therapy, physical or sensory therapies as directed and reasonable for in a school setting
- Any other duties as many reasonably be allocated by the Headteacher or SENCO

### **Key Decision making areas in the role**

- The shape of an Advanced Learning Mentor's work will be broadly determined by the SENCO and SEND Administrator/ Lead Learning Mentor and may change depending on student needs and circumstances.
- An Advanced Learning Mentor will make decisions about support students need within the classroom, and will offer support and advice to teachers about strategies to implement in their classrooms to support named students
- An Advanced Learning Mentor will help create individual student profiles with students and parents and review these with the relevant Year Team and SENCO

### **The role dimensions**

- Role dimensions vary according to the experience of the Advanced Learning Mentor
- The role will require a good level of IT proficiency and be flexible and open to trialling new technology

### **The main contacts**

- Internal – students, other colleagues, teachers, pastoral teams, head teacher, special needs governor, other members of governing body
- External – parents, specialist teacher advisory, EP services

### **Working conditions**

- External working on trips, educational visits etc.
- Maintain a high standard of health and safety at all times, in order to ensure that students and colleagues are protected from hazards, within the framework of relevant risk assessments.
- Manual handling responsibilities.

### **Necessary role related knowledge, skills and experience**

- Empathy with students and sympathetic of their needs whilst pushing for the best possible outcomes and maintaining high expectations
- English and Maths GCSE at Grade C or above / Levels at Grade 4 or above
- Training in relevant learning strategies for students with additional learning needs, e.g. dyslexia, ASD, ADHD, numeracy needs, communication and language need would be beneficial
- Understanding of statutory framework relating to safeguarding
- Can use ICT effectively to support learning
- Professionally discreet and able to respect confidentiality on particular issues
- Well develop inter-personal skills and a sense of humour enabling effective relationships with a variety of people

- Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.

### **Role requirements for operational effectiveness**

- Good organisational ability
  - Competent in working with a small group of students without the direct supervision of a teacher
    - Ability to motivate and encourage children appropriately
  - Ability to work independently and with initiative
    - Constantly improve own practice/ knowledge through self-evaluation and learning from others
  - Flexibility in relation to tasks undertaken and groups/ children allocated
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### **NOTES**

- The School and site is open between the hours of 7.00 am and 7.00 pm and Support Staff may be asked to carry out their duties during these hours in order to meet the operational needs of the school. Those staff who may be asked to work outside these times will have a note to that effect in their job description.
  - Hours of work/designated lunch times may be subject to change for operational reasons.
  - All applications for leave of absence, claims for additional hours, changes to published hours of working, etc. should be agreed and processed via the HR Manager and Headteacher to enable records to be kept.
  - If, at the time of interview for a post, an applicant has already booked a holiday (or other event), then that will be honoured up to six months after the starting date.
  - No other holidays will be granted during term time without a very **exceptional** reason. Notice must be given in writing at least 6 working weeks in advance.
  - In exceptional cases where time off is granted it will either be as
    - (a) unpaid leave, or
    - (b) time made up in lieu (by negotiation).
  - There are other occasions when the Headteacher may grant leave (unpaid or time made up in lieu)
    - (a) Overtime has been worked by agreement with the Headteacher.
    - (b) To attend a special event e.g. graduation.
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### **FLEXIBILITY STATEMENT**

The content of this Job Description represents an outline of the post only and is therefore not a precise catalogue of duties and responsibilities. The Job Description is therefore intended to be flexible and is subject to review and amendment in the light of changing circumstances, following consultation with the post holder.

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### **PERFORMANCE REVIEW (IPP)**

All support staff undertake an annual Individual Performance Planning cycle (IPP) in line with school policy and practice. This postholder's IPP would be line managed and undertaken by the SENCo.

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Date Prepared: 7<sup>th</sup> March 2022

Prepared By: Miss M L Litton – Executive Headteacher

Date Reviewed:

Reviewed By: