

Job Description

Job Title	SEND Learning Mentor
Department	The Forest High School
Reporting to:	Assistant SENDCo
Main Purpose of the role	
To engage successfully with the named student and build a positive and productive relationship, which will foster learning and ensure the named student becomes a successful learner.	
Key Tasks / responsibilities:	
<ul style="list-style-type: none"> • To be aware of school policies and procedures and support the school ethos. • To liaise with staff as appropriate, to enable effective support of the student's learning • To promote literacy and numeracy, taking key groups out where identified to allow students to reach age appropriate levels. • To help the student develop organisational skills and become a more effective independent learner. • To be aware of the student's individual needs and appropriate strategies for addressing them. • To help motivate the student and build his/her self-esteem. • To assist teaching staff with all aspects of teaching and learning to support student progress • To establish a supportive and trusting relationship with the students • To respect and maintain confidentiality of sensitive information on file, or that divulged by staff, parents and students, in accordance with school policy. • To ensure that school policies are known and adhered to at all times. • To promote the school positively within the local community and outside agencies • To attend relevant meetings and INSET. 	
Role Dimensions	
<ul style="list-style-type: none"> • It is expected that the post holder will be able to translate the targets set in their key student's plans, into positive learning experiences through liaison with teaching staff. 	
Key Interfaces	
<ul style="list-style-type: none"> • SENDCo • Parents • Outside Agencies 	
Supporting Trust Goals and Values – all roles	
<p>In addition to the particular requirements and characteristics of individual roles, all people employed by SGS Academy Trust are expected to actively support the achievement of the Trust's goals and, at all times, both internally and externally, to behave in a manner consistent with the Trust's mission and values.</p> <p>This means:</p>	

<ul style="list-style-type: none"> • Performing your role and delivering your service in a way that helps the Trust achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments. • Promoting the image of the Trust as one that is committed to the highest standards of delivery and service. • Sharing the Trust's commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day to day work. • Sharing and prioritising the effective implementation of the Trust's Equality and Diversity Policy. • Promoting and implementing best practice in Health and Safety, 					
Measurable Performance Standards for this role					
<ul style="list-style-type: none"> • To meet the National Learning Mentor standards • To meet the standards agreed in the annual appraisal 					
Level of Disclosure and Barring (DBS) disclosure required					
Enhanced with barred list checks					
Author and Date					
Amy Roberts – 17 June 2021					
Job Evaluation (for HR Completion)					
Score		Profile		Level	

As the needs of the Trust change, so the above job profile, duties and location of the role within the Trust may be adjusted accordingly.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

Person Specification

SEND Learning Mentor

Criteria	Essential	Desirable	Assessed by
Qualifications and attainments			
Learning Mentor Qualification Level 2 or equivalent experience	✓		Application form
Learning Mentor NVQ Level 3 or equivalent		✓	Application form
Experience and knowledge			
Recent Experience of working across the Y7-Y11 age range		✓	Application form/ Interview
Knowledge and understanding of the National Curriculum and teaching and learning strategies		✓	Application form/ Interview
Recent experience of working with children with additional needs		✓	Application form/ Interview
Knowledge of effective SEN strategies which can support children with additional needs		✓	Application form/ Interview
Skills and abilities			
Ability to communicate effectively with students, parents and outside agencies	✓		Application form/ Interview
IT Literate (especially proficient in the use of Excel and Word)	✓		Application form/ Interview
Ability to respond to individual needs by modifying and adapting strategies and resources	✓		Application form/ Interview
Demonstrate effective record keeping	✓		Application form/ Interview
Ability to plan and work collaboratively with colleagues	✓		Application form/ Interview

Criteria	Essential	Desirable	Assessed by
Essential Trust Attributes			
Initiative: Demonstrating the willingness and ability to use initiative – whether that means deciding on necessary action and following it through - or suggesting ways to work in a better way.	✓		Application form/ interview
Influencing skills: The ability to persuade others.	✓		Application form/ interview
Interpersonal Skills: The ability to communicate and interact with other people in a way that promotes cooperative relationships.	✓		Application form/ interview
Teamwork: The willingness and ability to collaborate and work closely with colleagues in a mutually supportive manner.	✓		Application form/ interview