

JOB INFORMATION			
JOB TITLE	HIGHER LEVEL LEARNING MENTOR	LOCATION/CAMPUS	UTC Reading
GROUP/ FACULTY AREA	INCLUSION DEPARTMENT	TYPE	PERMANENT
GRADE	Scale 6	SCALEPOINT	ALET Pay scale –point 18-21
RESPONSIBLE TO	SENCO	HOURS	
JOB PURPOSE			
<p>To complement teachers’ delivery of the national curriculum and contribute to the personal and academic development of students. To work both independently and collaboratively with teaching staff to prepare resources for identified students. To deliver learning to individuals and small groups as and when required within agreed systems of supervision. To provide support for students and the school in order to support progress for all, by utilising advanced levels of knowledge and skills when planning, monitoring, assessing and managing groups. To encourage students to become independent learners, to provide support for their welfare, and to support the inclusion of students in all aspects of school life.</p>			
MAIN DUTIES AND RESPONSIBILITIES			
<p>To support UTC Reading’s SEND principles: to increase the ability of students with SEND to function independently and progress academically.</p> <ul style="list-style-type: none"> • Plan, prepare and deliver additional learning to individuals, and/or small groups modifying and adapting activities to support students’ learning as necessary within agreed systems, using both formal programs and self-created resources. • Be aware of and work within school policies and procedures • Assess, record and report on development and progress and use this knowledge and understanding to extend and challenge student’s learning • Work collaboratively with staff and other relevant professionals and provide information about students as appropriate • Use teaching and learning objectives to plan, evaluate and differentiate lessons/workplans as appropriate within agreed systems of supervision • Assess the needs of students and use detailed knowledge and specialist skills to support and advance students learning • Plan and implement strategies to support students in their social development and their emotional well-being, following the school’s safeguarding policy 			

- Learning Mentors at this level are expected to undertake the following responsibilities:
 - Provide specialist support to students with special educational needs
 - Provide specialist support to students where English is not their first language
- Establish and maintain relationships with parents, carers and other professionals, e.g. speech therapists;
- Contribute to SEND plans and Education Health Care Plans;
- Support the role of parents / carers in students' learning and contribute to meetings with parents / carers.
- Support students on visits, trips and out of school activities as required;
- Contribute to the development of school SEND procedures;
- Liaise with external agencies as required;
- Be responsible for students, within the Inclusion Department, who are not working to the normal timetable;
- Support the SENDCo to assess and implement the appropriate Access Arrangements, liaising with external assessors as required.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, confidentiality and data protection, reporting all concerns to an appropriate person; Show a duty of care and take appropriate action to comply with health and safety requirements at all times;
- Be aware of and support difference and ensure that all students have access to opportunities to learn and develop;
- Contribute to the overall ethos, work and aims of the school;
- Maintain good relationships with colleagues and work together as a team;
- Appreciate and support the role of other professionals;
- Attend relevant meetings as required;

GROUP/ EMPLOYEE RESPONSIBILITIES

Professional Conduct

All employees are expected to:

- Follow UTC Reading 's Appraisal Policy
- Make the most efficient and effective use of human, financial and material resources
- Be aware of and responsive to the changing nature of UTC Reading, adopt a flexible and pro-active approach to work and contribute to a range of cross-site initiatives to facilitate the delivery of key business objectives
- Participate in UTC Reading Inclusion support programs, by attending internal and external meetings and training programmes relevant to the performance and execution of the duties of their post
- Be conversant with and operate all appropriate information technology resources available and to keep abreast of developments in this area
- Ensure compliance with all UTC Reading policies, procedures and regulations and assist in the implementation of decisions
- Give good notice of any absence in line with the schools Absence Management Policy
- Adhere to general standards of conduct embodied in UTC Reading policies
- Provide an education service which actively promotes equality of opportunity and freedom from discrimination, demonstrating that UTC Reading encourages the valuable and enriching contribution, which people from a range of backgrounds and experiences can bring to the life and development of the organisation
- Work within any legislation to which UTC Reading is bound by law
- Make the most efficient and effective use of resources being aware of budget implications
- Responsibility to promote and maintain a safe and healthy environment for yourself, all other staff and students
- Responsibility to respect UTC Reading Community and abide by the Equality policy
- Report any incidence of bullying/harassment as part of the safeguarding statement and procedures
- To provide the service in accordance with the Trust's Vision, Strategic Plan and Service Improvement Plans
- To demonstrate and promote ethical behaviour appropriate to that which would be expected by our stakeholders
- To work in a flexible manner and to be willing to undertake other duties as reasonably requested

QUALIFICATIONS & EXPERIENCE	TECHNICAL COMPETENCIES /SKILLS	BEHAVIOURAL SKILLS
<p>Essential</p> <ul style="list-style-type: none"> Teaching of small student groups or one to one sessions Good general education to GCSE Level including Maths and English Willingness to attend and participate in support staff introductory training esp Child Protection, Behaviour management, inclusion, SEN and Disabilities and Risk & Reflection Willing to attend Level 1 Child Protection Training <p>Desirable</p> <ul style="list-style-type: none"> Teaching qualification or experience Education to A level or higher standard Evidence of planning and facilitating one to one and small group interventions Proven skills in effective pupil behaviour management 	<p>Essential</p> <ul style="list-style-type: none"> Excellent personal and social skills Confidence in dealing with young people The ability to communicate effectively orally in the English language Able to use a range of strategies to deal with classroom behaviour and individual behavioural needs <p>Desirable</p> <ul style="list-style-type: none"> Experience in working with young people Confidence with ICT Has a range of classroom experience Familiarity with the full range of school policies, particularly in regard to Health & Safety, equal opportunities and special educational needs (SEND) 	<ul style="list-style-type: none"> Actively enjoys working with children, has empathy and is sympathetic to their needs A bright, warm personality Professionally discreet and able to respect confidentiality Ability to command and to show respect Flexible approach to tasks Firm, sensitive and effective approach towards students Confident and able to use own Initiative Calm and confident in a classroom environment Assertive, firm and fair Patient and resilient

This job description is written at a specific time and is subject to change as the demands of the organisation and the role develops. The role requires flexibility and adaptability and the employees of the Group need to be aware that they may be asked to perform tasks and be given responsibilities not detailed on this job description.

Diversity Statement

The Activate Learning Education Trust recognises and values the enriching contribution which people from a range of backgrounds and experiences can bring to the life and development of the Group. We therefore aim to provide an education service which, in its teaching, administration and support services, actively promotes equality of opportunity and freedom from discrimination on grounds of age, cultural background, disability, ethnicity, gender, religion or sexual orientation.

Health & Safety Statement

All employees have a responsibility to promote and maintain a safe and healthy working environment, by taking reasonable care of their own health and safety at work and the well-being of colleagues and students. Line managers have specific responsibility for the health and safety of the team for which they have general management responsibility.

Safeguarding Statement



The Activate Learning Education Trust is committed to the safeguarding and welfare of young people and expects all employees and volunteers to share this commitment.