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Description automatically generatedLowerhouse – Inspiring a lifelong love for learning!**

#### Lowerhouse Junior School

#### Learning Mentor & Teaching Assistant

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| **JOB TITLE:** | Learning Mentor & Teaching Assistant | |
| **GRADE:** | Grade 6 | |
| **LOCATION:** | Lowerhouse Junior School | |
| **STAFF RESPONSIBLE FOR:** | Teaching Assistants (where appropriate) | |
| **Scope of role:**  Working directly with pupils to provide mentoring and/or support to overcome particular obstacles to learning in relation to behaviour or attendance with classroom support included.  Work with the teacher in a collaborative way, in meeting the personal, social and curriculum related needs of pupils, including those with special needs and/or bilingual needs, and to establish positive, supportive and constructive relationships with pupils, parents, carers and the wider community, and by contributing ideas and strategies. Will assist with the planning, delivery and evaluation of the curriculum and its differentiation amongst pupils. | | |
| **In addition to the following duties, the postholder may be required to undertake any of the duties normally associated with a lower graded Teaching Assistant post**  **Accountabilities/Responsibilities – appropriate for this post:**   * Liaise with teaching staff to assess and provide particular support to targeted pupils to raise achievement and enable them to overcome barriers to learning * Identify the needs and assess those pupils requiring extra support and support the development of individual action plans for targeted pupils * Work in a one-to-one relationship with targeted pupils to implement an action plan * Work with parents / carers to help address poor performance/attendance/behaviour * Undertake home visits to keep parents/carers informed and secure positive family support * Monitor the implementation of plans and report on progress achieved, support the re-integration of pupils excluded from school or following an alternative timetable * Provide extra support to pupils through knowledge of a range of activities and opportunities available to them * Support the development of partnerships with external agencies/organisations to set up resources/initiatives to help address barriers to learning * Maintain accurate pupil records and prepare written reports and evaluations. * To work within school policies and procedures * To take care of their own and other people's health and safety   Individuals in this role may also:   * Support other Assistant Learning Mentor staff * Develop a range of study support activities, such as homework clubs * Support the transition of pupils between phases * Supervise pupils excluded from class or those following alternative timetables * Contribute to the development of activities to encourage family involvement in the school.   **Support for Pupils**   * To work collaboratively with the teacher in the planning, development, delivery and evaluation of the effectiveness of the curriculum for pupil(s) and to differentiate curriculum content according to the needs of pupil(s). * To assist in the devising of pupil's individual targets and their monitoring and review. * To support pupils as part of a planned inclusion programme. * To develop positive relationships with pupils and staff to assist pupil progress and attainment. * To assist in the specific medical/care needs of pupils when specific training has been undertaken. In a special school, this may include complex medical needs.   **Support for the Teacher**   * To monitor individual pupils' progress and to report on pupils’ needs, achievements and concerns. * To assist in pupil supervision and the management of pupil behaviour. * To provide ideas, resources and learning strategies for lessons * To liaise with parents, carers and outside agencies, where appropriate. * To undertake arrangements for out of school learning activities, for example, pupil work experience**.** * Assist in the supervision of children on trips/visits.   **Support for the School**   * To assist in providing a purposeful, orderly and supportive environment for learning. * To support the promotion of positive relationships with parents, carers and outside agencies. * To work within school policies and procedures. * To attend staff training/meetings as appropriate. * To take care for their own and other people's health and safety. * To liaise with the School's appropriate person with regard to the ordering supplies and equipment * To be aware of the confidential nature of issues related to home/pupil/teacher/school work. * Assist in the supervision, training and development of other members of staff. * To undertake cover supervision for whole classes.   **Support for the Curriculum**   * To be familiar with the content of the school curriculum. * To assist in the delivery of appropriate programmes of work. * To support the use of ICT in learning activities | | |
| **Prepared by:** Gary Lloyd | | **Date:** 06/03/2025 |
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**Equal opportunities**

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

# **Health and safety**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

# **Safeguarding Commitment**

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment.

# **Attendance**

# Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. It is essential that applicants for positions in this school can evidence a previous satisfactory attendance record/commitment to sustaining regular attendance at work.

**Person Specification**

**Post Title – Learning Mentor & Teaching Assistant**

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| **Requirements** | **Essential (E) or**  **Desirable (D)** | **To be identified by:**  **Application form (A), interview (I), reference (R)** |
| **Qualifications**    NVQ level 3 or above qualification (or equivalent) - in exceptional circumstances, where local circumstances dictate, qualifications may be viewed as desirable  Level 2 or equivalent qualification in  English/Literacy and Mathematics/Numeracy | E    D | A  A |
| **Experience**    Experience of working with children Experience of working in a relevant classroom/service environment  Experience of Administrative work  Experience of supporting pupils with challenging behaviour | E  E  D  D/E | A, I  A, I  A, I  A, I |
| **Knowledge/skills/abilities**    Ability to relate well to children  Ability to work as part of a team  Good communication skills  Ability to relate well to parents/carers  Ability to supervise and assist pupils  Time management skills  Organisational skills  Knowledge of classroom roles and responsibilities  Knowledge of the concept of confidentiality  First Aid/Paediatric First Aid Certificate  Administrative skills  Knowledge of Early Years Foundation Stage Knowledge of strategies, for example numeracy and literacy  Ability to make effective use of ICT  Ability to assess children’s development  Ability to plan and deliver work programmes  Flexible attitude to work | E  E  E  E  E  D  E  E  D  D  E  E  E  E  E  E  E | A, I  A, I  A, I  A, I  A, I  A, I  A, I  A, I  A, I  A  A, I  A, I  A, I  A, I  A, I  A, I  A, I |
| **Other**  Commitment to undertake in –service development  Commitment to safeguarding and protecting the welfare of children and young people  Satisfactory attendance record/commitment to regular attendance at work | E  E  E | A  A, I    R |
| **Note: We will always consider your references before confirming a job offer in writing** | | |