



Learning Mentor

**City of Derby Academy
Permanent**

**37 hours per week, 39 weeks per year
Scale 5 - £22,183-£24,491 (£18,740-£20,690 pro rota)**

QEGSMAT is seeking to appoint an enthusiastic and experienced person to work at the City of Derby Academy (CODA). CODA is an 11-16 school whose educational philosophy is to improve the life chances of all of our students. The school is rapidly improving and is a rewarding and exciting place to work.

The City of Derby Academy is a proud member of QEGSMAT. The Trust's values are for students to 'Question, Explore; Give; and Succeed'. Our exceptional staff, strong leadership, motivated children, as well as excellent facilities, provide the successful formula for this.

We offer candidates:

- Support, mentoring and professional development appropriate to the post.
- A forward looking, hardworking and enthusiastic team of staff with the desire and skills to improve outcomes.
- A location which has excellent transport and enjoys state of the art resources.

You will be working with a team committed to embedding excellence in everything we do.

QEGSMAT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments are subject to an Enhanced DBS check. Further information about our commitment to Safeguarding can be found - <https://www.qegsmat.com/documents/safeguarding>

If you would like to be part of this exciting school community, please visit www.qegsmat.com where you can apply via the TES website and view the full job description and person specification. Alternately, you can contact us at hr@qegsmat.com.

Closing date for applications: Friday 28th January 2022 – Noon

Interview date: W/C Monday 31st January 2022

Salary: Scale 5 £22,183-£24,491 FTE (£18,740-£20,690 pro rota)

Start date: ASAP



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JOB DESCRIPTION

Post title:	Learning Mentor
Reporting to:	Assistant Headteacher - SENCO
Scale:	Scale 5 £22,183-£24,491 (£18,740-£20,690 pro rata)

Responsibilities and Duties:

- Work closely with teaching staff at the Academy to address the needs of students requiring particular help to overcome barriers to learning, and to provide a range of strategies to help pupils achieve their full potential by further developing their skills.
- Support identified students both in the class room and in the Extended Learning department. This may include physiotherapy and hydrotherapy sessions.
- Support learning and behaviour for individual and for groups, as directed.
- Support the corporate life of the Trust and project a positive image of the Trust.
- Work collaboratively with the Trust colleagues and to contribute towards the quality of teaching and learning and achievement and behaviour for all students to encourage self-esteem and progress so students can be the best they can be.
- Support the efficient, effective, economic and safe use of resources, having due regard to the policies of the Trust.
- Contribute to the production, monitoring and review of effective resources and action plans in line with the Trust's defined objectives and performance targets.
- Develop skills to meet the requirements of the post and to respond flexibly in order to meet the needs of the Trust and identified students with SEND.
- Act responsibly in order to build mutual confidence and respect and foster effective working relationships with all.
- Act as a role model, challenge and motivate, promote and reinforce self-esteem and establish productive relationships with students.
- Be committed and sensitive in ensuring equality of opportunity for pupils.
- Ensure that the legal, statutory and other relevant provisions governing of affecting the Trust are strictly observed.
- Ensure that target groups of students are supported.
- Ensure that senior staff, the line manager, SENCO and relevant teaching staff and year heads are kept informed about each student's progress and that all support is in line with the Trust's expectations, policies and practice.



Key Responsibilities

- Have a clear focus with a target group of pupils of improving their attainment and behaviour.
- Provide senior staff with relevant information about students in order that students needing support can be identified effectively and appropriate interventions agreed.
- Work with other staff to draw up and implement action support and interventions for students with SEND.
- Provide a range of opportunities for the target group of pupils to support them in achieving their targets, both in a 1:1 or group setting
- Maintain regular contact, where appropriate, with families of SEND STUDENTS to keep them informed of the student's progress. To secure positive family support and involvement in the pupil's education.
- Work closely with the SENCO and Class Teacher to ensure that the needs of the students are planned for, and met.
- Monitor, evaluate and report on the success of all interventions and support the SENCO.
- Have full knowledge and appreciation of the range of activities and interventions in an academic setting.
- Take part in all appropriate INSET as identified by the Trust.

All adults employed by the Trust are responsible for safeguarding and promoting the welfare of children they are responsible for or come into contact with.

Whilst every endeavour has been made to outline all the duties and responsibilities of the post, this document does not specify every item in detail. Where broad headings have been used, all associated duties are naturally included in the job description.



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PERSON SPECIFICATION

	Essential	Desirable	Evidence
Qualifications	Good basic education to GCSE level in literacy and numeracy, or the equivalent GCSE English and Maths A* - C or equivalent	A relevant qualification in Childcare and/or Education	Application form Certificates
Experience	Experience of working with children	Being a paid worker in play schemes, crèches, midday supervision, after-school clubs or similar Currently working as a learning mentor or teaching assistant	Application form Selection process References
Knowledge and Understanding	Have knowledge and understanding of: <ul style="list-style-type: none">• the needs of young children;• child development and the ways in which children learn;• the roles played by various adults in a child's education;• behaviour management strategies;• equal opportunities• safeguarding	Has worked with secondary or Primary students with SEND	Application form Selection process References



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Skills	Able to: <ul style="list-style-type: none">• help professional staff to achieve their objectives;• assist children on an individual basis, in small group and whole class work;• explain tasks simply and clearly and foster independence;• supervise children, and adhere to defined behaviour management policies;• accept and respond to authority and supervision;• work with guidance, but under limited supervision;• liaise and communicate effectively with others;• demonstrate good organisational skills;• reflect on and develop professional practice;• display work effectively, and make and maintain basic teaching resources.	Able to: <ul style="list-style-type: none">• monitor, record and make basic assessments about individual progress• suggest alternative ways of helping children if they are unable to understand;• describe, in simple terms, the process of behaviour management with children;• identify gaps in their own experience that they need help in filling;• demonstrate the ability to learn and adapt from past experience.• Be a confident swimmer	Application form Selection process References
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Personal Effectiveness	<ul style="list-style-type: none">Ability to work flexibly in order to meet the demands of the job.Enthusiastic, hardworking and assertiveExcellent attendance and timekeeping recordMeet deadlines and respond to unplanned situationsAbility to work as part of a team and on own initiativeSelf-motivating with the ability to multi taskCommitment to the highest standards of child protectionRecognition of the importance of personal responsibility for Health & Safety	<ul style="list-style-type: none">Desire to enhance and develop skills and knowledge through Continuous Professional Development	Application form Selection process References
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