

Job Title	Specialist Learning Mentor
Date	September 2022
Department	Learning Support
Reports to	Head of Learning Support
Responsible for	Providing educational and pastoral support on an individual basis to pupils within the Autism Resource

Purpose of the Role

Delivery of a teacher-directed curriculum to pupils within Autism Resource; one-to-one support in both junior and secondary mainstream environments and within the Resource; follow-up support to reinforce mainstream lessons back in the Resource; to record progress.

Pastoral responsibility for one pupil.

Work with flexibility, empathy, sensitivity and commitment in a close team environment with adults and pupils in various areas of the school.

Departmental Information

The Autism Resource is a purpose developed provision which currently takes pupils between the ages of 4 and 20 years and is part of an independent mainstream school.

Pupils within Autism Resource are typically placed by their Local Authority and will have an EHCP.

The staff team is comprised of the Head of Department, Deputy Head of Autism Resource, Pastoral Lead, Specialist Teachers and Specialist Learning Mentors.

Main tasks and responsibilities

Support for Teaching and Learning:

Under the direction of the Head of Autism Resource:

Work in a team environment with adults and pupils in various areas of the school. Support the vision for the Resource and model an inclusive approach to autism, in order to create a positive, shared culture.

Use advanced specialist skills (such as the application of a wide range of strategies for the modification of the sensory environment, and the development of emotional resilience and pupils' communication and interaction skills) and training to support pupils with identified special educational needs to access all aspects of teaching and learning.

Take responsibility for and deliver a teacher-directed curriculum and agreed learning/integration programmes and activities to pupils on a one-to-one and small group basis, using advanced specialist skills, knowledge and training, including autism-specific strategies and approaches, to support the successful integration of pupils with autism.

Carry out specialist assessment and observation of pupils on caseload, contribute to the overall assessment and reporting process, and identify and continue autism specific strategies for Resource pupils within the wider school environment and across the curriculum e.g. games, swimming, mainstream lessons, breaks and lunchtimes.

Contribute to initial, formative and summative assessment in order to record progress and achievement.

Maintain good order and keep pupils on task.

Support pupils one-to-one in both junior and secondary mainstream environments (and at breaks and lunches as appropriate) and to reinforce mainstream lessons back in the Resource, using agreed individualised strategies, including autism-specific strategies.

Attend and actively participate in team meetings as required and to be involved in their outcome.

Make a substantial contribution to the implementation, monitoring and evaluation of Individual Education Plans. Preparation for Adulthood Plans, and structured learning programmes.

Contribute to termly reports in line with school policy by keeping observation records for each session.

Promote and support the effective transfer of pupils across transition phases.

Work with other professionals e.g. Speech and Language Therapists, Educational Psychologists, to assess, develop, and implement agreed support and education programmes for individual pupils.

Use advanced specialist skills and knowledge and model specialist approaches in order to develop the skills and knowledge of mainstream teaching and support staff, to ensure pupil access to teaching and learning.

Work with teachers, parents and key agencies to ensure effective and successful integration/inclusion.

Make use of a detailed knowledge and understanding of each pupil's SEN/EHCP to ensure positive integration/inclusion and the modification and differentiation of the curriculum and environment to support pupil progress.

Assist the HoD and contribute to the whole planning cycle for each pupil.

Liaise with and provide feedback to pupils and their parents/carers in relation to progress and development

Share pupil information where appropriate, develop strategies and agree targets.

Mark all pupils' work in line with school and Resource policy.

Carry out other activities within the scope of the role e.g. admin, displays, recording and monitoring of pupil performance and progress.

Pastoral Support:

Under the direction of the Head of Department, Pastoral Lead and Specialist Teachers:

Take pastoral responsibility for one pupil and maintain a knowledge of the pastoral needs of other pupils, offering support to pupils and families as appropriate.

Establish productive working relationships with pupils acting as a role model and setting high expectations.

Promote independence and self-reliance and employ strategies to help pupils to recognise and utilise bespoke strategies to support their own management of anxiety.

Take responsibility for the management of challenging pupil behaviour in line with agreed strategies to ensure a good and safe learning environment, and to contribute to the identification of those strategies.

Contribute to risk assessments and ensure effective implementation.

Provide advice to pupils relating to their health, hygiene, social and emotional development needs, as appropriate.

Challenge and motivate pupils and promote and reinforce self-esteem

Support for the School:

Work in sympathy with the school's Quaker ethos and maintain the ethos of the Resource.

Supervise pupils at snack times, during lunch and on visits and trips as required

Prepare lesson material and resources, taking account of each pupil's interest and educational requirements, and maintain general and specialist equipment and resources.

Develop and sustain effective teaching and learning strategies for pupils with autism in order to maintain professional relationships with LEAs, other services and agencies, parents and pupils.

All Resource staff will be expected to accept reasonable flexibility in working arrangements and the allocation of duties in pursuance of raising pupil achievement.

Personal Development:

To be aware of and comply with policies and procedures relating to safeguarding, equal opportunities, health and safety, security, confidentiality and data protection and other policies as appropriate, reporting all concerns to the appropriate person

To participate in training and other development as required.

Person Specification	
Educational Attainment and Qualifications	
<ul style="list-style-type: none"> • NCQ Level 3 or equivalent. • Relevant continuous professional development. • GCSE Maths and English C or above. 	
Experience, Knowledge and Skills	
Essential	Desirable
<p>At least one year's experience of working in a primary or secondary school, or in Further Education.</p> <p>At least one year's experience of working with special educational needs and pupils with autism/autism conditions</p> <p>At least one year's experience of working with and implementing autism-specific strategies.</p> <p>At least one year's experience of working and delivering through a 'team around a learner' approach.</p> <p>A knowledge and understanding of 'Safeguarding Children' procedures and policies and the ability to create a safe environment in which children can thrive</p> <p>An ability to work with children of all ages with autism/autism conditions and with different abilities.</p> <p>Respectful of and able to work well with others, and willingness to support other members of the team.</p> <p>A working knowledge of a range of autism specific strategies and an ability to apply these specialist skills sensitively.</p> <p>A knowledge of the wider needs of pupils with autism.</p> <p>An ability to use own initiative within set deadlines.</p> <p>An ability to work in mainstream or specialist provision.</p>	

Ackworth School is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. All staff are required to understand and adhere to the Schools Health and Safety policies.

Job descriptions may be subject to review from time to time and can be altered or amended to meet the changing requirements of the School. They are not designed to limit the extent of the role but instead to outline the main tasks and responsibilities.