

## **The City of London Academy Highbury Grove**

### **Learning Mentor**

**Local Government Pay Scale: Scale 5, Range 22 - 25, £24,135 - £26,136 pro rata (£20,830 - £22,557)**

**Full time, Term time only**

Already the country's best performing Trust for the new Progress 8 measure at KS4, the City of London Academies Trust is driven by ambition: to deliver world-class results as we combine the heritage and tradition of the City of London with creativity and innovation. We have a proven track record of school improvement, offering students an exciting curriculum and opportunities to perform, showcase their talents and experience the world of work outside of the classroom.

Highbury Grove School will join the Trust in September 2017. Following a disappointing Ofsted inspection in December 2016, the senior team and governors seek to restore the school's positive ethos in partnership with other City of London Schools. We know that only high calibre staff can rise to the challenge and contribute to the long-term objective, providing creative teaching, nurturing students' abilities, and showing ambition for their own career as well as the students'.

As Learning Mentor you will be joining our strong and supportive Student Support Department contributing to creating the conditions for all our students to experience success. You will be required to work closely supporting students and will need to have good rapport and an understanding of each individual's needs.

The work is complex and requires exceptional team working skills, an understanding of integrated ways of working and an absolute commitment to early intervention excellence for children and families. There is personal autonomy and team members are expected to act upon their own initiative, manage their own time effectively and proactively contribute to innovation within the scope of their role.

We're committed to providing first-rate training and development to all of our staff, as well as excellent career advancement opportunities within this evolving Trust. You'll find high expectations here too; we expect the kind of exemplary conduct from students that allows our teachers to do their jobs as effectively as they can.

This is an exciting time in the school's journey to re-establish itself as an excellent provider of high-quality education, and with the changes come opportunities. We have a clear plan of improvement which requires staff who are energetic and have a desire to take on the challenge under the experienced leadership of the CEO, Mark Emmerson, and the Executive Principal, Clare Verga. In this post you will play an instrumental role in school improvement, developing whole-school systems and ensuring that the school is outstanding in every category within three years. You will be working with a team whose mission it is to embed excellence in everything we do.

If you would like to build your future with us and be part of this exciting journey, please visit [www.highburygrove.islington.sch.uk](http://www.highburygrove.islington.sch.uk) to download a job pack and application form. Completed forms should be emailed to [hr@highburygrove.islington.sch.uk](mailto:hr@highburygrove.islington.sch.uk).

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act and as part of the selection process an enhanced Disclosure and Barring check will be required.

Closing date: 9.00am Thursday 17<sup>th</sup> August 2017. Interviews will take place on Thursday 24<sup>th</sup> August 2017.

## Learning Mentor job description

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<b>Post:</b>	Learning Mentor
<b>Grade</b>	Scale 5, Range 22 - 25, £24,135 - £26,136 pro rata (£20,830 - £22,557)
<b>Responsible to:</b>	SENCO
<b>Working time:</b>	Full time, Term time only

### Principal Accountabilities

The duties outlined in this job description are in addition to those covered by the Local Government Terms and Conditions Document. It may be modified by the Principal, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

### Job summary

To provide social, emotional and mental health (SEMH) support to students who have difficulties accessing learning in a school setting. To facilitate access to the curriculum by working with individuals and small groups on managing their SEMH needs in order to reduce behaviour sanctions for those students and promote a positive learning experience. The learning mentor will further be responsible for the implementation / preparation of alternative teaching strategies and support materials to share with teaching staff and support them in lessons.

### Key Tasks

- Be required to promote the interests and ensure the safety and well-being of pupils in accordance with good practice and the policies and procedures of the school
- Be a mentor and Personal Adviser to students in accordance to their SEND Support Plans
- Put effective, individualised reward systems in place and support existing ones in order to motivate and engage students in their learning
- Participate in the supervision of group activities and clubs
- Participate in Active Classroom Support as well as other duties required such as gate, playground, break/lunch
- Keep parents/carers informed of their child's behaviour progress and build positive relationships with parents/carers
- Help to maintain files and data used within the administration systems in place

### Key Organisational Objectives

- Following Health and Safety requirements and initiatives as directed
- Ensuring compliance with Data Protection legislation and confidentiality
- The Academy is committed to safeguarding and promoting the welfare of children and young people and we expect all staff to share this commitment.
- At all times operating within the school's Equalities policies.
- Commitment and contribution to improving standards for pupils as appropriate
- Adopting Customer Care and Quality initiatives
- Fulfilling the role of Student Personal Adviser and/or mentor if required
- Contributing to the maintenance of a caring and stimulating environment for young people
- At all times the postholder must adhere to professional business standards of dress, courtesy and efficiency in line with the ethos and specialism of the Academy

### Special Conditions of Service

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointment interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

**Equal Opportunities**

The postholder will be expected to carry out all duties in the context of and in compliance with the Council's Equal Opportunities Policies.

Date of issue: .....

Signature of Post holder: .....

Signature of Principal: .....

## Person specification

	Essential	Desirable
<b>Qualifications</b>		
GCSE grade C or above in Maths and English (or equivalent)	<input type="radio"/>	
Educated to degree level or equivalent		<input type="radio"/>
<b>Experience</b>		
Experience of using Microsoft Office Suite	<input type="radio"/>	
Experience of working with young children and their families in a multicultural environment	<input checked="" type="checkbox"/>	
Experience of developing and delivering individual education programmes for children with specific SEMH needs	<input checked="" type="checkbox"/>	
Experience of the management and improvement of Student Behaviour and the prevention of poor behaviour by implementing group and individual social, emotional and mental health interventions	<input checked="" type="checkbox"/>	
Experience of tracking progress of students with SEMH needs in and out of class		<input checked="" type="checkbox"/>
Experience of setting up and running a range of administrative systems		<input checked="" type="checkbox"/>
Experience of liaising with multiple agencies and teachers in order to provide individualised support packages for students and communicate strategies with teachers	<input checked="" type="checkbox"/>	
Experience of working collaboratively with other teaching assistants and the counsellor to develop banks of resources for students and teachers to address SEMH		<input checked="" type="checkbox"/>
Experience of contributing towards the Assess-Plan-Do-Review cycle		<input checked="" type="checkbox"/>
Understanding of the SEND Code of Practice 2014		<input checked="" type="checkbox"/>
Experience of using email/internet	<input type="radio"/>	
Experience of using SIMS or similar database		<input type="radio"/>
<b>Personal</b>		
Must be well organised	<input type="radio"/>	
Must be well presented	<input type="radio"/>	
Excellent communication skills in writing and orally at all levels	<input type="radio"/>	
Ability to work under pressure whilst maintaining a positive, professional attitude	<input type="radio"/>	
Ability to work as part of a team	<input type="radio"/>	
Ability to organise and prioritise workload and work on own initiative	<input type="radio"/>	
Ability to take accurate messages and follow up where necessary	<input type="radio"/>	
Ability to communicate effectively with staff, students, parents and agencies/ statutory bodies etc and maintain good working relationships	<input type="radio"/>	
Ability to accurately input information on a database	<input type="radio"/>	
Flexible and willing to contribute to the success of the team	<input type="radio"/>	
<b>Administrative</b>		
Experience of using, setting up, maintaining and developing administrative systems	<input type="radio"/>	
Problem solving	<input type="radio"/>	
Attention to detail in communication and planning	<input type="radio"/>	
Develop a clear understanding of the specific SEMH needs of identified EAL/SEND students	<input checked="" type="checkbox"/>	
Work closely with the teacher to assist in the planning, development and delivery of all areas of the curriculum for identified EAL/SEN pupils.	<input checked="" type="checkbox"/>	
Maintain, record and provide regular feedback about student's progress to the teachers and/or parents	<input checked="" type="checkbox"/>	
Being a first point of contact for directing calls/ giving relevant information effectively	<input type="radio"/>	
<b>Relations</b>		
Have excellent interpersonal skills and be able to communicate effectively	<input type="radio"/>	
Ability to develop good relations with staff and pupils and the wider	<input type="radio"/>	

school community		
Ability to work some evenings	<input type="radio"/>	
<b>IT Skills</b>		
Fast and accurate keyboard skills	<input type="radio"/>	
Word processing and typing skills	<input type="radio"/>	
Good understanding of databases		<input type="radio"/>