

Hadrian Learning Trust

**JOB DESCRIPTION**

<b>Post Title:</b>	Academic Mentor	<b>Director/Service/Sector :</b>	Children's Services
<b>Band:</b>	4	<b>Workplace:</b>	HMS and QEHS Part of HLT
<b>Responsible to:</b>	Academic Support Coordinator	<b>Date:</b>	June 2022
<b>Job Description Ref:</b>	HLT 4e		

**Responsible for:** Supervision of Level 1 & 2 & 3 Support staff as directed.

**Job Purpose:**

Working alongside the Academic Support Coordinator, you will plan, lead, and evaluate the impact of small group academic support sessions across Year 5 to 8. You will plan blocks of intervention support focused on the development of particular skills and areas of learning and will liaise with the Subject Leaders to plan appropriate coverage based on the needs of the learners.

<b>Resources</b>	Staff	Supervision of a small number of staff including training
	Finance	Handling cheques, invoices and amounts of petty cash.
	Physical	Office Equipment, Accuracy and Security of Databases
	Clients	Internal (Teachers, Other Staff, Pupils) and External (Parents, Visitors, Members of the Public)

**Duties and key result areas:**

**Support for Pupils**

1. Use specialist skills, training, or experience to support pupils learning you will plan, lead and evaluate the impact of small group academic support sessions across school year groups.
2. Assist with the development and implementation of IEPs.
3. Provide pastoral support for pupils.
4. Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable. Maintain good order and keep students on task in the work area.
5. Establish productive relationships with pupils, acting as a role model and responding to the needs of each individual child, acting as a role model and setting high expectations.
6. To actively promote inclusive practice within the classroom setting to ensure acceptance of all children.
7. Encourage young people/children to children to play and interact with one another.
8. Support pupils consistently whilst recognising and responding to their individual needs.
9. To have challenging expectations that encourages children to act independently and build self-esteem.
10. Provide feedback to pupils in relation to progress, achievement and attendance.

11. Attend to pupils' personal needs and provide advice to assist in their social, health and hygiene development.
12. Provide support for pupils with special educational needs.

### **Support for the Teacher**

1. Where required manage liaison with feeder schools and other relevant bodies to gather pupil information.
2. Within an agreed system of supervision, plan challenging teaching and learning objectives and evaluate and adjust learning plans as appropriate.
3. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against agreed, predetermined, learning objectives.
4. Provide the teacher / Academic Support Coordinator with accurate and objective feedback on pupil progress and other matters, ensuring the availability of supporting evidence.
5. Manage the maintenance of pupils' records and accurately record progress and achievement.
6. Support the teacher in the management of pupil behaviour.
7. Establish constructive relationships with parents and carers and participate in feedback sessions as directed.
8. Assist in the development, implementation and monitoring of systems relating to pupil attendance and reintegration.
9. Provide administrative support to teacher in the preparation of reports on pupils with special educational needs including:
  - Dealing with correspondence
  - Analysis of attendance data
  - Compilation of data
  - Making telephone calls

### **Support for the Curriculum**

1. Implement learning activities to pupils within an agreed framework of supervision, adjusting activities to meet pupil needs.
2. Help pupils access learning activities through specialist support.
3. Advise on appropriate deployment and use of specialist equipment or resources.

### **Responsibilities**

1. Comply with and assist with the development of policies and procedures relating to:
  - a. Safeguarding and Child protection
  - b. Health and safety
  - c. Data protection
  - d. Confidentiality and data protection
  - e. Reporting all concerns to an appropriate person.
2. Support the school's policies that ensure equality of opportunity across a range of abilities.
3. Contribute to the overall ethos of the school and Work in such a way as to promote the ethos and vision of

the school.

4. Establish constructive relationships and communicate effectively with external agencies.
5. Attend and participate in regular meetings.
6. Participate in training and development as required.
7. To undertake First Aider training appropriate with the role and nature of activity.
8. To undertake other duties and responsibilities as required commensurate with the grade of the post.

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. You are therefore under a duty to use the school's procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to adopt a professional, courteous demeanour at all times during communication with colleagues, visitors, or students.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

#### Work Arrangements

Transport requirements:	None
Working patterns:	Monday to Friday
Working conditions:	Office and Classroom based

#### PERSON SPECIFICATION

Essential	Desirable	Assess by
<b>Knowledge and Qualifications</b>		
Minimum of three A-Levels.  GCSE's Minimum of a grade 4 (or grade C) in GCSE English and Maths		(a), (t), (g)
<b>Experience</b>		
Leading small group and/or 1:1 intervention programmes.  Experience of planning intervention sessions.  Experience of assessing progress and impact.	Experience of teaching reading and mathematics.  Experience of teaching/supporting pupils in KS2 and KS3.	(a), (i), (g)
<b>Skills and competencies</b>		
Excellent oral and written communication skills with ability to influence internal and external stakeholders.  Ability to effectively safeguard children and young	Knowledge of successful approaches to academic support/intervention.	(a), (i), (t)



<p>people.</p> <p>Ability to work on own without supervision on a day-to-day basis.</p> <p>The ability to converse at ease with members of the public and provide advice in accurate spoken English is essential for this post. Candidates must be able to fulfil all spoken aspects of the role with confidence through the medium of English.</p> <p>Able to plan blocks of support to address particular learning or skill gaps.</p> <p>Tailor the approach to address any potential barriers to learning and to meet SEND needs.</p> <p>Organised and able to plan your workload to meet deadlines.</p> <p>Able to communicate with colleagues to review the success of sessions and make necessary changes.</p> <p>Able to build strong relationships so that pupils achieve well.</p>	<p>Able to use data to review the impact of the academic support</p>	
<b>Physical, mental and emotional demands</b>		
<p>Ability to work under pressure to meet deadlines.</p> <p>Ability to maintain vigilance to ensure children remain safe and secure in a shared area with the general public.</p>		(i)
<b>Other</b>		
<p>Willingness to participate in personal and professional development.</p> <p>Self-motivated and able to work under own direction on a day-to-day basis.</p> <p>Passion for communication to inspire others.</p> <p>Able to work as part of a team.</p> <p>Self-motivated and able to manage your own time to coordinate timetables and sessions.</p> <p>Able to communicate effectively with pupils, parents/carers and staff.</p>	<p>Evidence of learning beyond the work place</p>	(a), (i)