



Job Title:	Learning Support Mentor
Salary:	£20,800 - £22,800
Location:	Greater Manchester
Hours of Work:	Monday - Friday 8:15-16:00 – Term Time
Line Manager:	Head of School
How to apply:	Request an application pack - recruitment@fstmanagement.uk
Contact Details:	0330 118 0974 (Option 2)

Job Overview

Attention all experienced and dedicated educational professionals! An opportunity has arisen for a talented and driven Learning Support Mentor to join our thriving educational organisation. This is a chance to join a team of dedicated and passionate professionals and make a real difference in the lives of our students.

Overall Responsibilities

- A key aspect of this role involves managing and de-escalating heightened behaviours, while proactively supporting strategies that reduce their occurrence over time. Full training will be provided
- Under the direction of the Head of School, SLT or teacher, assist with the care and welfare of the students within the school.
- Complete courses through National College to enhance learning/training within our role and responsibilities to meet the needs of students
- Work alongside the SLSM in supporting students inside and outside the classroom setting.
- Supporting the teacher to engage students in their learning
- Supporting teachers to develop resources to engage students in the classroom
- Support students during unstructured times, using encouragement and direction to engage them in activities.

Support the student by:

- Work alongside Head of School, SENDCO and teacher to create a robust behaviour plan and targets for success
- Have a clear knowledge and understanding of students, in allocated group, of their EHCP, ILP, behaviour plans and risk assessments.
- Break down barriers to learning and engage students to reintegrate back into the classroom.
- Undertaking interventions with either individuals or groups of young people to ensure their safety and facilitate their physical, emotional, educational, social, and cultural development.
- Develop a strong connection and working relationship with the students in your group, build the rapport and relationship with parents to build a positive home school relationship, ensuring information sharing is key by all parties.
- Setting challenging and reasonable expectations promoting self-esteem, independence, and resilience of young people.
- Encouraging acceptance and inclusion of all young people irrespective of their special needs and use appropriate skills to undertake necessary activities.
- Provide feedback (positive and negative) to the young person and parent/carer in relation to

progress and achievement under the guidance of the teacher, to create consistency in communication for the student. Celebrate success efficiently, with students as and when successes occur.

- Support the student outside the classroom, once learning objective has been covered in the lesson, if they cannot engage in the setting.
- Use of IPAD to support students within the classroom, evidence for learning and Zones of Regulation
- Work alongside teacher to ensure students have the correct equipment for lessons.
- Occasionally support in the classroom setting with some part of the curriculum should the need arise.

Support the teacher:

- Monitor the needs of individual students and ensuring they are being met. If there are any concerns feedback to SLSA or Head of School
- Work with teacher to ensure the LSA fully understands the planning of lessons being implemented and how they can best support students.
- Support teachers with the smooth transition to lessons and at unstructured times
- By creating and maintaining a purposeful, orderly, and supportive environment, in accordance with lesson plans and assist with the engagement in students' work. Be encouraging, positive and assertive always.
- Using strategies, in liaison with the teacher, to support students to achieve learning goals and contribute to raising achievement.
- Ensure all incidents during lessons, and communications are logged proactively on IRIS, by working in conjunction with teacher to ensure information is not duplicated.
- Create an open communication and working together ethos with the teacher, for a consistent approach always.
- Promote high standards of student behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging students to take responsibility for their own behaviour.
- Teacher will ask LSA to support when a student is not engaging with tests or lessons.
- Teacher and LSA will have allocated time to develop a bank of resources for hands on approach to some lessons for students.

Support the Schools:

- Attending staff meetings, school INSET and DIRECTIVE days.
- Read and understand all policies and procedures.
- Being aware of confidential issues linked to the post.
- Attending relevant meetings as required.
- Participate in training or other learning activities and performance development as required.
- Undertake assigned training and courses, ensuring timescales are met efficiently.
- Assist with the supervision of young people out of lesson times when required including before and after school and at lunchtimes.
- Accompany teaching staff and young people on visits, trips and out of school activities as required.

- Safeguarding and promoting the welfare of students within your setting both inside and outside of school, follow the correct protocol in line with FST Safeguarding, with the view 'it could happen here' and 'Safeguarding is everyone's responsibility'.
- First Steps Together is committed to the safeguarding and promotion of the welfare of all children and young people in our care. All staff have a key role and responsibility in this area.
- Undertake any relevant duties commensurate with the grading of the post which may, from time to time, be required by the Head of School.
- To undertake other duties commensurate with the post to ensure the smooth operation of the responsibilities of the team.

Resources

Our schools are filled with outstanding resources that make FST schools some of the best environments in which to teach. So, we will expect you to:

- Be aware of those resources and make effective use of them, whenever and wherever possible and appropriate
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Safeguarding

Here at First Steps Together, we are committed to safeguarding the welfare of children and young people and promoting that commitment. We expect all our staff and volunteers to share in it, too, which is why – as part of the selection process – we will conduct all the necessary checks to ensure you do not pose any risk of harm in your role here. Join us and you will be expected to actively contribute to our safeguarding commitment and promote child welfare in line with the school's Child Protection Policy.

If ever there is a concern or issue, you will be ready to report it to your Designated Safeguarding Lead or, in their absence, any Deputy Safeguarding Lead.

Review

The nature of this role means that this job description will be subject to an annual review with the potential for amendment or modification at any time after consultation directly with you. It by no means acts as a comprehensive statement of procedures and is just a way of setting out all the main expectations we will have of you, here in the role as you deliver an impassioned and genuinely caring experience to our young people.

Person Specification for role of: Learning Support Mentor

	Essential	Desirable
Experience	<ul style="list-style-type: none"> • Be a positive role model. • Have the extra drive and passion when it comes to addressing individuals' educational needs, that's what's important. 	<ul style="list-style-type: none"> • Previous experience of working with students with SEN/SEMH needs. • Understanding of breaking down the barriers to learning, by engaging students during lessons and supporting them outside of lessons.
Education/Training/Qualifications	<ul style="list-style-type: none"> • GCSE Qualification/Level 2 Functional skills in Maths and English Grade 4 or above 	<ul style="list-style-type: none"> • Can be working towards or willing to undertake level 3 teaching assistant. • Level 3 Teaching assistant
Specialist Knowledge	<ul style="list-style-type: none"> • Experience of working in an educational setting 	<ul style="list-style-type: none"> • Experience of Mental Health • Experience of working with families • Experience of SEN/SEMH
Skills – Disposition	<ul style="list-style-type: none"> • Excellent communication skills and the ability to take a team approach in a range of areas, including challenging behaviour management. • Versatile, adaptable and a good team player, with an open mind. 	<ul style="list-style-type: none"> • Interventions experience with groups or individuals. • Knowledge of supporting children inside and outside the classroom. • 1-1 support experience
Working Arrangements/Physical Requirements	<ul style="list-style-type: none"> • A high level of professionalism is needed along with emotional resilience and physical fitness. • Excellent communicator and true team player who enjoys collaboration. • Dedication and commitment. • Good time keeping. • Be dedicated to undertaking training courses from time to time out of hours. 	<ul style="list-style-type: none"> • Driving license • Willing to work across other schools to develop an understanding of all students' needs and build on your own personal development.