

**Specialist Learning Mentor (Cognition and Learning)**

**Job Title: Specialist Learning Mentor (Cognition and Learning)**

**Place:** Queen’s College, Taunton

**Reporting to:** Head of Learning Support (SENCo)

**Purpose of Job:** To assist and support pupils with SEN. To provide personalised support for individuals and small groups of learners with SEN. The person appointed will be required to work as part of a team developing and delivering high quality learning opportunities that empower independence and develop sustainable skills.

**Liaison with:** SENCo, Deputy Heads, Year Leads, Heads of Faculties, subject teachers and other support staff, which may include outside agencies, e.g. Speech and Language Therapists, Educational Psychologists on behalf of the SENCo, should the need arise.

**Responsibilities of the post:**

* To deliver support for pupils with special educational needs under the guidance of the Head of Learning Support
* Aid in the production/creation of individualised pupil passports and support plans
* Contribute to Queen’s College specialist model of practice, ensuring appropriate and high quality mentoring and guidance for all pupils. The SLM will ensure that the pupils can integrate as fully as possible in the activities generally undertaken by the other pupils, and make progress.

Duties will include running specific programmes and activities to assist the pupils’ individual learning and social needs. The SLM will be responsible for implementing the targets on the pupil passports in liaison with the class teachers and the SENCo.

**Supporting pupils:**

* To deliver learning support for pupils in class, small groups or in 1:1 situations.
* To develop knowledge of the particular needs of the children and seek advice from the SENCo, class teacher and outside agencies as required.
* To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required e.g. worksheets, games, visual prompt cards etc.
* To make or modify resources as suggested and advised by the SENCo, Educational Psychologist or other outside agencies.
* To organise and maintain an inclusive learning environment across the whole school environment.
* Provide positive reinforcements, praise and rewards to pupils.
* Facilitate inclusion in small group activities with peers and support interaction between them.
* To liaise with parents
* To actively contribute to EHCPs
* To attend in service training and meetings relevant to the post in order to keep up to date with developments in working with children with special educational needs.

**Supporting the Learning Support Department and SENCo**

* To work as part of the team to ensure that the wellbeing and personal development of the pupil enhances their learning opportunities and life skills.
* To attend planning meetings with the SENCo to develop learning programmes and to assist in the delivery of the individual learning programmes on a daily basis to promote learning, behaviour and communication skills.
* To provide regular feedback to the SENCo and, where necessary, relevant outside agencies about any pupils’ difficulties and progress.
* To contribute to pupil reviews by writing a brief report and attending meetings.
* To assist with any administrative tasks as required.

**Supporting the School**

* To foster links between home and school.
* To participate in relevant professional development as deemed appropriate.
* To understand and apply the school policies on learning and behaviour, and the statutory guidelines relating to disability discrimination and special educational needs.
* To maintain confidentiality and sensitivity to the pupils’ needs
* Have regard to the safeguarding procedures of the school.
* To act as a tutor if required.
* To supervise students in the wellbeing centre and the school more generally.
* To assist in the running of the curriculum by covering classes or supervising prep sessions.
* To carry out duties as directed by the SENCo or Head.

**Cognition and Learning**

* To contribute to, and develop specialist practice in, all areas of SEN, including dyslexia friendly teaching and phonics intervention.
* To provide learning experiences through the nurture principles.
* To develop knowledge of the particular needs of the child and seek advice from the SENCo, school counsellors, Year Leads and outside agencies where appropriate
* To make or modify resources as suggested by the nurture ethos.
* To organise and maintain an inclusive learning environment across the whole school environment.
* Provide positive reinforcements, praise and rewards to pupils.
* Facilitate inclusion in small group activities with peers and support interaction between them.
* To attend in-service training and meetings relevant to the post including half termly EP supervision in order to keep up to date with developments in working with children with social and emotional needs.

**Child Protection and Safeguarding**

Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child (KCSiE 2023).

 You must comply with the Queen's College Child Protection and Safeguarding Policy and Procedures and the requirement to report any concerns relating to the safety or welfare of children.

**Additional Duties:**

To undertake such additional duties as may be reasonably required commensurate with the level of responsibility within the College.

The post-holder will undertake assigned duties and responsibilities, ensuring that all actions are discharged within the regulatory and legislative requirements to which the College is subject.

**Date: April 2024**

This job description is current at the above date. In consultation with the post holder it is liable to variation by the School to reflect actual, contemplated or proposed changes in or to the job.

**Personal Specification for Specialist Learning Mentor**

You will need to:

* Have experience of working with children with special educational needs in a secondary school setting
* Have GCSE, ‘O’ Level or equivalent qualifications in Maths and English.
* Have knowledge and understanding of the different social, cultural and physical needs of pupils.
* Have an interest in how children learn and behave.
* Provide appropriate role models of behaviour both in the classroom and around school
* Really care about children, particularly those who find learning and managing their behaviour difficult.
* Have training in aspects of SEN, i.e. ELSA, dyslexia.

You must be able to:

* Carry out tasks and responsibilities under the direction of the SENCo, class teacher, Deputy Head or Head.
* Plan and prioritise tasks and work under the pressure of a busy inclusive school.
* Be productive and show initiative.
* Communicate effectively and appropriately with pupils with different abilities and backgrounds.
* Motivate pupils to learn.
* Motivate pupils to be sociable.
* Assist with the organisation of the learning environment.
* Maintain accurate records of the pupils.
* Work effectively with other adults in the school and wider community.
* Be a responsible and trustworthy role model.
* Have patience with children who find conforming to rules and expectations difficult.
* Have patience and be flexible and innovative with a clear understanding of how children might behave who find learning new concepts and remembering taught concepts difficult.
* Respect and maintain confidentiality but have regard to the safeguarding protocols of information sharing where necessary.
* Be computer literate.
* Attend training courses considered appropriate for the post.

It would be advantageous to have:

* Experience and training in providing cognition and learning intervention in numeracy/maths
* Experience and training in ELSA/ Thrive