



Post Title: Learning Achievement and Wellbeing Mentor (Primary)

Together with our community we can achieve extraordinary things

Salary: Band 8, Scale point 17- 22 pro rata (35 hours per week)

Term Time only, Permanent (Following a successful 6-month probationary period)

Line Manager: Primary Deputy Headteacher

Job Description

Main purpose of the job

- To take a lead role within the academy to address the needs of children who need particular help to overcome barriers to learning.
- To support the primary leadership team in developing an aspirational culture amongst learners and fostering high expectations of motivation, participation and good behaviour.
- To work closely with the Primary SENDCo to address the needs of children who require assistance in overcoming barriers to learning in order to achieve their full potential, or to access the curriculum.
- To work with the academy attendance team to improve attendance of pupils
- To liaise and work with outside agencies including Early Help and the Mental Health Support Team
- To provide additional support at lunchtimes in the primary hub and outdoor areas
- To support parents/carers in building their engagement and involvement with their child's learning.
- To work with the pastoral team, address the needs of pupils to overcome barriers to learning, inside and outside the school, in order to achieve their full potential.
- To provide guidance and pastoral support to learners
- To supervise whole classes during short-term absence of teachers.
- To have overall responsibility for the Primary Breakfast Club

Supervisory/ Managerial Responsibilities

Responsible for the management and development of the Nurture Group team and lunchtime supervisors.

Specific responsibilities:

Support of Learners

- Assess the needs of learners and use detailed knowledge and specialist skills to support learners
- Establish productive working relationships with learners, acting as a role model
- Encourage children to interact and work co-operatively with others and engage all learners in activities
- Manage the supervision of learners working on an alternative timetable
- Arrange and develop 1:1 mentoring arrangements with learners and provide support for children in crisis as required
- Assist the teacher with the development and implementation of individual education/behaviour/mentoring plans
- Challenge and motivate learners, promote and reinforce self-esteem
- Provide feedback to learners in relation to progress, achievement, behaviour, attendance etc
- Co-ordinate the implementation of aspects of the academy's behaviour management system
- To set and monitor targets (with the Primary SENDCo) for identified children
- To develop and maintain appropriate records of all such work

Support for the Teacher

- Provide objective and accurate feedback and reports as required, to other staff on learners achievement, progress and other matters, ensuring the availability of appropriate evidence

Appleton Academy,

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- Manage record keeping systems and processes
- Take a lead role in the development and implementation of appropriate behaviour management strategies e.g. planned support for beginning/end of lessons, help teachers plan for behaviour.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
- Supporting the role of parents in children's learning and contribute to/lead meetings with parents to provide constructive feedback on learner progress/ achievement.
- Support the development, implementation and monitoring of systems relating to inclusion
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lesson plans as appropriate

Support for the School

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting on all concerns to an appropriate person
- Be aware and support difference and ensure all learners have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the Academy
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of learners
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
- To support, uphold and contribute to the development of the Academy's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community
- Supervise learners at break and lunchtimes
- To work within term time and to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.

Cover Supervision

- Supervise whole classes during the short-term absences of teachers
- Maintain good order and keep children on task undertaking pre-prepared work
- Respond to learners' questions and generally assist them to undertake set activities
- Deal with any immediate problems or emergencies using the school's policies and procedures
- Transfer the work and resources back to the teacher and feed back any issues
- Report back as appropriate using the agreed referral procedure on the behaviour of learners in the class
- Develop skills to deliver ICT packages to learners

General

All Academy staff are expected to:

- Work towards and support the Academy's vision and the objectives
- Support and contribute to the Academy's responsibility for safeguarding children
- Work within the Academy's health and safety policy to ensure a safe working environment for staff, children and visitors
- Work within the Academy's Community Cohesion and Race Relations Policies to promote equality of opportunity for all children and staff, both current and prospective
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with children, young people, parents and colleagues
- Engage actively in the performance review process
- Adhere to Academy policies and procedures as set out in the staff handbook or other documentation available to all staff

This job description should be seen as enabling rather than restrictive and will be subject to regular review

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Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • NVQ Level 3 in a relevant discipline or equivalent qualification or experience. • GCSE English and Maths or equivalent qualification or experience. • Willingness to undertake further training including Lead Practitioner and Mental Health First Aid. 	<ul style="list-style-type: none"> • Qualifications relating to the post, e.g. Health, children, practical skills, first aid.
Knowledge, Skills and Experience	<ul style="list-style-type: none"> • Recent experience of working with parents and children, assisting in their development. • Experience of working as part of a team. • Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level. • Good oral and written communication skills. • Knowledge and understanding of the needs of young children and their families. • Knowledge of behaviour management. • Have the ability to work calmly under pressure and be able to adapt quickly and effectively to changing situations. • Effective use of IT packages. • Good organisational skills. • In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level. • Full UK driving licence and willingness to drive on company business. • Resilience and the ability to cope with emotionally draining situations. • A positive, non-judgemental, empathetic and sensitive approach. 	<ul style="list-style-type: none"> • An understanding of the principles of supporting parents and in particular, barriers to learning or participation in events. • An understanding of the range of support services/providers available for parents/children. • Understanding of child development and learning. • General understanding of national/foundation stage curriculum and other basic learning programmes/strategies. • Good literacy/numeracy skills. • Ability to use relevant technology.
Commitment	Demonstrate a commitment to: <ol style="list-style-type: none"> a. Safeguarding, child protection and health and safety b. Equality Act 2010 c. promoting the school's vision and ethos d. promoting high ethical standards e. relating positively to and showing respect for all members of the school and wider community f. on-going relevant professional self-development g. collaborative working 	