

JOB DESCRIPTION

CLASS BASED PROGRESS MENTOR

30 hours 50 minutes a week / 38 weeks per year

Scale 3 point 4 to 5

Responsible to:	Headteacher SENDCo Assistant SENDCo
Hours to be divided by/Tasks:	Class based progress mentors will have a full class based or intervention based timetable for 25 hours per week. In addition they will support 1 lunchtime club per week. The remaining 2 hours will be used for the delivery of interventions or training as required, this may include attendance at some INSET days.
Main purpose of the job	<p>The Progress Mentor is a member of a team of practitioners responsible for the education and care of the children in the school. S/he is involved in contributing to the teaching and learning programme in accordance with the ethos, aims and objectives of Woodlands School.</p> <p>The Progress Mentor supports the school to raise pupil aspirations, challenge student learning and engage pupils in their own learning.</p> <p>The Teacher and the Progress Mentor work as a team - being 'partners' in supporting the pupils' access to learning and the whole curriculum and their independence as learners.</p> <p>The Progress Mentor works under the direction and control of the headteacher and the relevant HoF/AHT SENDCo/class teacher.</p>

Main duties and responsibilities

1. Support for pupils:

- a) To support identified pupils, classes and groups.
- b) To mentor individual pupils with high needs SEND, monitoring their attendance, behaviour, homework and supporting them to keep on top of all aspects of school life.
- c) provide appropriate levels of individual attention, reassurance and help for pupils(s) needs as identified in Learning Passports.
- d) support pupil(s) access to the curriculum, their learning in particular lessons and their progress towards specific individual targets and attend meetings in relation to Progress Mentees
- e) support the specific needs of specified students – academic, physical, emotional and/or behavioural
- f) where directed, act as an escort on and off school premises under the direction and where appropriate, in the presence of a teacher for the purpose of visits or off site educational provision
- g) ensure that teachers are aware of the specific learning needs of identified pupils
- h) support pupils in working independently in the company of others by providing hover support
- i) to deliver as directed by the Intervention Leads, Assistant SENDCo or SENDCo 1to1 or small group intervention programmes to pupils
- j) provide information, advice and direction to pupils about their behaviour within the agreed framework of school policies on discipline and behaviour
- k) take appropriate action to identify, analyse and minimise any risks to health, safety and security in the immediate working environment
- l) To provide intimate care for individuals, if required.

2. Support for the teacher(s):

- a) To work in collaboration with class teachers to meet the needs of pupils in classes through both targeted in class support and through the delivery of interventions as directed.
- b) assist pupil(s) access to the curriculum by differentiating instructions and resources
- c) prepare materials of the quality and quantity specified by the teacher
- d) help pupil(s) to select equipment and materials relevant to their learning tasks and to use these safely and correctly
- e) support the maintenance of student records by providing information to the teacher/AHT SENDCo and recording, in accordance with school and Faculties policy, the work of pupil
- f) provide praise and encouragement to pupils to recognise and promote positive student behaviour in accordance with school rewards system and behaviour policies
- g) where necessary, correct pupil behaviour, supporting the teacher in maintaining order and discipline both in the classroom and in the school environment
- h) Report uncharacteristic pupil behaviour patterns and

Child Protection concerns about an individual student and incidents of inappropriate behaviour to the class teacher / named Child Protection Officer within the school.

3. Support for the school/Faculty:

- a) To keep on top of developments in SEND through reading emails, attending school based and external training as required and through proactively seeking strategies to meet the needs of assigned pupils.
- b) To be familiar with the content of learning passports, one plans and annual reviews of the pupils supported.
- c) To contribute to the writing of learning passports, one plans and annual reviews of the pupils supported.
- d) To work proactively with LD Admin to ensure pupil records are robust, up-to-date and accurate. attend internal meetings, including meetings of the Faculty, all of which are recognised as directed time in the school calendar
- e) To deliver interventions to groups of SEND pupils as directed by the Assistant SENDCo and Intervention Lead Progress Mentors.
- f) act as a reader or amanuensis as necessary at school and national tests and examinations where directed by AHT SENDCo /Assistant SENDCo/Exams officer
- g) assist in the administration of any appropriate assessments as directed by the Assessment Lead
- h) share information and expertise, which could benefit other team members in their work in conjunction with the AHT SENDCo and/or AHT Teaching and Learning
- i) provide information to support student progress including information for student records, reports, Learning Passports and annual reviews
- j) Take responsibility with the SEND Faculty in areas linked to appraisal targets
- k) Ensure you are up to date with data of identified pupils so you can support the pupils access to provisions so that any shortfall can be addressed
- l) actively encourage the development of positive relationships and promote confidence about the care and education of their children during contact and communications with parents/carers/outside agencies, passing on any information given by parents to the appropriate staff member within the school
- m) promptly report any difficulties in communicating with parents and carers to the class teacher/ AHT SENDCo
- n) To supervise targeted pupils for breaks or lunch times as directed by the AHT SENDCo, on a rota basis

4. Support for the curriculum

- a) support the curriculum plans and learning programmes designed by the teacher and obtain and use designated equipment and materials appropriate to the learning objectives and pupils' development needs
- b) help pupils with the use of ICT and appropriate curriculum software

- c) obtain accurate and up-to-date information on students' literacy, current reading ability, their writing skills and oracy and language development
- d) monitor pupils' responses to learning activities and promptly inform the teacher when a pupil is experiencing difficulties that cannot be resolved
- e) respond to pupils' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images
- f) provide an appropriate level of assistance to enable students to experience a sense of achievement, maintain self-esteem and self-confidence and encourage self-help skills
- g) use appropriate strategies for challenging and motivating students to learn
- h) To supervise targeted pupils for breaks or lunch times as directed by the AHT SENDCo, on a rota basis

5. Arrangements for appraisal of performance:

- a) **Participate in the school's annual appraisal process and the regular reviewing of personal targets**

ADDITIONAL REQUIREMENTS

1. Woodlands School has a strong commitment to achieving equality of opportunity to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their work and to undertake any appropriate training
The postholder is expected to undertake any appropriate training, including recognised professional qualifications, considered necessary to fulfil the role.
2. The postholder is expected to demonstrate a flexible approach in the delivery of work. Consequently the postholder may be required to perform work not specifically identified in the job description, but which is in line with the general level of responsibility of the post.
3. Woodlands School is committed to safeguarding and promoting the welfare of children and young people. Everybody who works for the school is expected to share and promote this commitment and to have, or acquire, the relevant abilities, skills and knowledge to carry it out.

NOTES

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

Agreed by: (Postholder)

.....(Postholder – Print Name)

And:(Headteacher)

Date:

Updated May 2020

