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Teaching Assistant L2/Learning Support Mentor

Job Descriptions

**Hours:** 35 per week, 40 weeks per year (term time)

**Salary:** up £15,777 (actual salary)

**Main purpose of the role:** to support the teaching lead in all learning environments to secure progress and attainment for all learners.

To prepare the resources, premises and activities to secure the best possible learning outcomes.

To manage behaviour which can be challenging and motivate learners who are reluctant or have significant gaps in their education.

To take an active role in therapeutic and wellbeing interventions and activities, both within learning and community settings.

Work with leaners on a 1-2-1 or small group basis.

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|  | **Main duties and responsibilities:** |
|  | **Support for the Learner** |
|  | Establish good working relationships with young people, acting as a positive and supportive role model through own conduct and attitude and by setting high expectations of all. |
|  | Provide consistent support to young people responding appropriately to individual needs identified by assessments and/or EHCP’s. |
|  | Assist with the implementation of Individual Education Plans, applying our trauma informed approach |
|  | Promote inclusion and acceptance of all learners, demonstrating compassion and understanding of SEND/SEMH needs. |
|  | Promote self-esteem and independence, employing strategies to recognise and reward achievement within established policies and procedures |
|  | Under the guidance and direction of the teaching lead, provide regular and appropriate feedback to learners in relation to progress and achievement, aligned to their IEP’s and SMART Targets. |
|  | Ensure that all learning is evidenced and monitored. Identify any areas of concern and alert the teacher. |
|  | Assist individual learners experiencing difficulties with learning and/or managing their behaviour by supporting them outside the classroom/social group. |
|  | Work with small groups and 1-2-1 learners either as part of a ‘classroom’ team or individually during lessons and social time. |
|  | **Support for the Teaching Lead** |
|  | Establish and maintain an appropriate learning environment, given the needs of the learners and in preparation for lessons, under the supervision of the teacher |
|  | Undertake administration on behalf of the teacher, including preparing resources, recording evidence of learning, progress and attainment.  |
|  | Support the teacher to manage learners’ behaviour, consistently applying the Positive Behaviour policy, to help them to achieve their educational, social and behavioural targets both inside and outside of the learning environment. |
|  | Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems/records as requested. |
|  | Promote positive values and attitudes and good pupil behaviour, dealing promptly with conflict and incidents and encouraging learners to take responsibility for their own behaviour in line with established school policies. |
|  | Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents/carers under teacher supervision. |
|  | **Support for the curriculum** |
|  | Support the delivery of agreed learning activities/learning programmes, as guided by the teacher/teaching lead. Support the delivery of programmes, effectively utilising all alternative learning opportunities to support extended development |
|  | Support the use of ICT in learning activities and develop learners’ competence and independence in its use. |
|  | Prepare and maintain general and specialist equipment and resources |
|  | **Support for the Organisation** |
|  | Be aware of and comply with the organisation’s policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned) |
|  | Be aware of and support difference and ensure all learners have equal access to opportunities to learn and develop |
|  | Contribute to Raise’s ethos of creating a compassionate and caring environment, applying the principles of trauma and ACE informed Schools.  |
|  | Attend and participate in regular meetings as required |
|  | Participate in training and other learning activities as requiredEstablish own best practice and use to support others |
|  | Accompany learners in community learning settings, learning zones, visits, trips and out of school activities as required. |
|  | Transport learners, including to and from home and between learning settings, as required. |
|  | Be flexible and prepared to work across locations and other areas of the business to support the overall organisational aims. |
|  | To undertake other duties, commensurate with the role. |

**PERSON SPECIFICATION**

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| **Skills and Competencies** | METHOD OF ASSESSMENT |  |
|  | Experience of working with young people with challenging behaviours | Application/Interview | Essential |
|  | Have high levels of emotional intelligence including personal resilience, calmness under stress and the ability to quickly ‘bounce back’ after setbacks.  | Application/ Interview | Essential |
|  | A strong team player, able to work with staff in the organisation with differing priorities and from different disciplines e.g. education, sports, social work and youth work. | Application/Interview | Essential |
|  | An interesting charismatic person with a wide range of skills and personal interests that could be utilised in the workplace to improve relationships and develop a good range of enjoyable but learning effective activities. | Application/Interview | Essential |
|  | Comfortable working in an SEMH/alternative education setting as well as at community locations on a 1-2-1 or small group basis with young people with challenging behaviours and complex needs. | Application/Interview | Essential |
|  | Recognise own strengths and areas of expertise and use these to advise and support others. | Interview | Essential |
|  | Have a flexible approach to working with young people to ensure that the complex needs of each individual are met. | Interview | Essential |
|  | Have a flexible approach to the working pattern to reflect the needs of the business. | Interview | Essential |
|  | Have a full driving licence and vehicle available to transport young people to various locations. | Application | Essential |
| **Knowledge/Experience/Qualifications/Training etc.** |  |  |
| 1. Minimum of a year working with young people.
 | Application | Essential |
| 11. | Experience of supporting learners with ASD | Application | Desirable |
| 12. | NNEB, BTEC or NVQ Level 2 for Teaching Assistants or equivalent | Application | Desirable |
| 13. | Good level of literacy and numeracy- min L2 | Application /certificates | Essential |
| 14. | Training in literacy/numeracy strategy | Application | Desirable |
| 15. | Willingness to take responsibility for own learning including partaking in own CPD.  | Application/ interview | Essential |
| 16. | Proficient in the use of ICT and its applications, to support learning, monitoring and progress. | Application /interview | Essential |
| 17. | An ability to form positive working relationships with colleagues, students, parents, carers and statutory bodies. | Application/interview | Essential |
| 18. | Understanding of inclusion within an education and wellbeing setting. | Application/interview | Essential |
| 19. | Working knowledge of relevant policies and codes of practice and legislation. | Application/interview | Essential |

Please return the application for to carol.morris@raisetheyouth.co.uk