



JOB DESCRIPTION

Learning Mentor



WALTHAM FOREST COLLEGE
JOB DESCRIPTION AND PERSON SPECIFICATION

POST:	Learning Mentor - ALS & Inclusion (Working across Forest Road Campus or Leyton Orient FC Ground/Score Centre)
REPORTING TO:	Deputy Head of ALS & Inclusion
HOURS:	32.50 Hours, 40 weeks
GRADE:	Business Support 19 - 22

KEY RESPONSIBILITIES

1. To work closely with the ALS & Inclusion Management Team in a cross college capacity in developing evidence based strategies and interventions for students with behavioural needs.
2. To have liaison responsibilities with the BeSafe and Wellbeing teams, as well as relevant curriculum areas; to share students support plans, targets and strategies and to ensure that these are monitored and reviewed periodically to make sure that their learning outcomes are met.
3. To assess the needs of students and to be personally active in delivering and/or co-ordinate timely and appropriate support, providing a professional and confidential support service to students seeking support with their learning both in class, on a 1:1 or small group basis.
4. To ensure all information about students support awaiting assessments, students' support and support outcomes is clear and up to date on all IT systems and any associated tracking documentation used by the ALS & Inclusion Department.
5. To promote the highest possible standards in customer care, equal opportunities, and health and safety practices for the benefit of students and the wider community served by the College.
6. To safeguard and promote the welfare of children, young people and vulnerable adults served by the College.
7. To be an active member of the BeSafe team, working closely with them to ensure all students are appropriately supported through any disclosures.

MAIN RESPONSIBILITIES

1. To work in a cross college capacity, in conjunction with the LSPs and other support staff to ensure the highest quality of provision that facilitates student involvement in all aspects of the learning process including target setting, support records and reviews.
2. To provide support in one to one/small group sessions to students who have Social, Emotional and Mental Health needs that may be displayed through negative behaviours, to enable them to access the curriculum and achieve their potential as well as respond to and assess students in crisis situations.
3. To conduct assessments and reviews for all students consenting or identifying with a SEND/SEMH needs in order to identify support required to access their course.
4. To work with the students, LSPs and Lecturers to develop an initial support plan and set individual targets for students, taking into account any relevant information that may be included in their Educational Health and Care Plan (if applicable) or other clinical documentation (if available). Then to ensure all parties are informed of the support where appropriate and to regularly review the support.
5. To ensure that where additional support needs are identified, support is negotiated and set up, and that appropriate resources are made available; including the adaptation of learning materials, provision of assistive equipment and software and/or deployment of support staff including in-class group interventions.
6. To ensure that academic staff and/or personal tutors are fully briefed and comfortable utilising evidence-based support strategies, that ensure inclusive learning and participation for students with behavioural difficulties/SEMH needs in line with any confidentiality agreement made with the student; and to work with the Deputy Head of ALS & Inclusion in identifying those staff that may require additional training and support in working with ALS students.
7. To support the transition, implementation, and review of support plans including participation in PCR meetings, PEP meetings and/or EHCP Annual Reviews; organising person centred termly reviews, liaising with social care teams/families, the local authorities, and other professionals, organising the Annual Review meetings with support from the EHCP Officer, and ensuring all documentation is completed in a timely manner.
8. To maintain auditable records and relevant documentation of support provided to students in a secure and confidential manner; to produce relevant reports and to use the data emerging from reports to inform the team's QIP as well as training requirements for the Learning Support Practitioners. To maintain confidentiality and security of all documentation and other information pertaining to students and staff in line with current GDPR.
9. To carry out risk assessments in line with safeguarding procedures for prospective and current students in relation to their behavioural needs.

10. To keep up-to-date with any changes and developments to legislation pertaining to mentoring, coaching and additional learning support, and to work closely with the ALS Management Team in regularly reviewing ALS practice and seeking out examples of good practice in order to contribute to best practice and quality improvement.
11. To establish and maintain close links with Youth Engagement services locally and to make timely and appropriate referrals.
12. To undertake the role of Fire Marshal and assist in the safe evacuation of students, staff and members of the public from College buildings.
13. To lead on front line college interventions during enrolment for students with SEND/SEMH/behavioural needs, and work collaboratively with SSPs to ensure that effective initiatives are in place to highlight any students with additional needs during open days, enrolment and induction period.
14. To work with student services and teaching staff pre-entry and at enrolment to ensure that students with potential support needs are appropriately identified and that any reasonable adjustments or modifications are made prior to interview including the appropriate briefing of interviewing staff. Ultimately to ensure that any student with additional needs (e.g. mobility need, learning difficulty) gains access to our courses in line with Disability Discrimination Act and Equal Opportunities legislation.
15. To provide assistance and cover for colleagues as necessary, taking on additional projects as required.
16. To build links with local providers and collate a timetable of activities throughout half terms and holidays to best support students with SEND/SEMH/behavioural needs when college is in recess.
17. To plan personal holiday in advance considering that all staff must be on site from the start of enrolment till the October half term inclusive.

GENERAL

1. Promotes and implement all College policies, particularly those which refer to health & safety, equality of opportunity and Safeguarding young people and vulnerable adults.
2. Participates in College programmes of staff appraisal and continuing professional development.
3. Develop effective working relationships internally and with external partners.
4. To operate at all times in line with the College's values and behaviours.
5. Undertakes other duties as may reasonably be required in the interests of the efficient functioning of the College.

PERSON SPECIFICATION

We need you to use the application form to demonstrate your capabilities in relation to each of the criteria listed below (addressing each point in order).

	Criteria	Essential/Desirable
Qualifications (Educational and Vocational)	Possess a Minimum Level 2 qualification in English and Maths	E
	Appropriate professional training/qualification in Youth Engagement/Youth Violence/Mental Health/SEN/SEMH/ADHD/ODD etc or willingness to undertake Learning Mentor Apprenticeship	E
	Positive Behaviour, Team Teach, CALM or other behaviour support training or willingness to undertake	D
Previous experience/job knowledge	Experience of supporting people with Special Educational Needs, Disabilities, or Social Emotional and Mental Health Needs	E
	Relevant experience of supporting people with behavioural difficulties	E
	Experience of working in an educational setting	D
	Experience of supporting young people/ adults with significant barriers to learning	D
	Experience of assessing the needs of people with SEMH/Behavioural difficulties including; ADHD, ODD, Conduct Disorders	D
	Experience of conducting needs assessments and Risk Assessments for people with SEMH	D
	Experience of working effectively in a team	E
	Knowledge and understanding of the Mental Health Act, Deprivation of Liberty Safeguards, Physical Intervention Laws	E
	Experience of setting targets and supporting the achievement of targets	E

	Experience of using a wide range of strategies to support learners to develop their independence and to achieve their goals	D
	Experience of promoting awareness of SEND and good practice	E
Skills (Competencies and Aptitudes)	Demonstrable understanding of assistive technology and it's benefits when used to increase independence	E
	Ability to plan and deliver support in one-to-one or small group sessions to students with SEMH	E
	The ability to develop positive working relationships with individuals at all levels	E
	Sound administrative and IT skills	E
	Ability to work with parents/carers, outside agencies and other professionals	E
	The ability to establish and maintain close links with voluntary and statutory disability and youth engagement services and make appropriate and timely referrals	E
	The ability to communicate effectively orally and in writing.	E
	Flexible approach to your work with a Creative and problem solving approach to situations	E
Other factors/ additional requirements	SAFEGUARDING An understanding of safeguarding and a commitment to creating a safe learning environment	E
	An understanding of and commitment to safeguarding young people and vulnerable adults.	E
	Motivation to work with children/young people/Vulnerable adults	E
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people/vulnerable adults	E
	Emotional resilience in working with challenging behaviours	E

	Attitudes to use of authority and maintaining discipline.	E
	The ability and determination to promote equality and diversity throughout all aspects of College life, including employment and service delivery.	E
	Confident, self-motivated with a committed approach to work.	E
	Commitment to inclusive and comprehensive educational provision.	E