



FINHAM PARK
MULTI ACADEMY TRUST

FINHAM PARK JOB DESCRIPTION

Job Title: Senior Learning Mentor and Autism Champion
Grade: Grade 5 £22,183 - £27,741 (FTE pro rata)
Hours: 37 hours per week, term time only, plus 5 teacher training days
Responsible to: Inclusion Manager/SENDCO
Job Purpose:

Under the direction and supervision of senior staff:

- To provide a complementary service to that provided by teachers and pastoral staff in order to address the needs of pupils who need help and support to overcome barriers to learning, both inside and outside school, to achieve their full potential.
- To understand the barriers to education that students face and be able to think and work creatively to implement support and strategies aimed at removing those barriers for individual students and groups, in particular for those with SEMH/Communication needs, other SEND, those from disadvantaged backgrounds, those who are 'Looked After' by the Local Authority and those able and gifted students who experience difficulties.
- To lead on the understanding and support of students on the Autism Spectrum/complex communication difficulties, delivering specialist interventions with individual/small groups of students and delivering training and information to staff.
- To plan and deliver interventions which contribute to raising standards of attainment, improving attendance, reducing exclusions and maintaining good standards of behaviour.
- To support children and young people to reintegrate to school, following a period of absence/school avoidance.
- To work collaboratively with parents/carers.
- To help manage and organise the work of the School Counsellor, named TA's/HLTA's and of the outside agencies who work within the PLC and to work collaboratively with them, as required.





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Main Duties and Responsibilities:

1. Develop positive one to one mentoring relationships with pupils identified as needing support.
2. Work collaboratively with teachers, pastoral staff, SENDCO, Education Welfare Officers and other agencies to identify pupils with barriers to learning and at risk of disaffection in order to ensure that these receive support.
3. Work in partnership in devising, implementing and evaluating individual pupil action plans for pupils identified as needing support.
4. To plan, deliver and report on intensive 1:1 or group interventions
5. To model resources and provide examples for other support staff to deliver to groups and individual pupils
6. To keep up-to-date records of all groups and individual sessions
7. To continue to develop a school resource bank, accessible to all staff
8. Model strategies relevant for pupils with Autism/ Complex Communication Difficulties to school staff.
9. Monitor individual pupil's progress, achievements and needs, maintaining records, producing reports, attending reviews/meetings as appropriate, reporting to SENDCO/teachers as required.
10. Liaise and communicate with teaching and support staff, parents and external agencies and professionals as appropriate to exchange information on individual pupils.
11. To attend and/or lead team meetings/briefings for PLC and relevant Associate staff, such as Well-being Officers and those supporting Pupil Premium students.
12. Participate in personal and professional development activities and attend relevant training, to meet the changing demands of the role.
13. To use specialist knowledge of Autism/CCD/SEMH challenges to create and adapt programmes to suit individual needs.
14. To support SENDCO/SEND HLTA and Health professionals in gathering information for the Neurodevelopmental Pathway.
15. Implement strategies and support students in self-esteem and confidence building activities
16. Establish and maintain home/school liaison with the families and carers of pupils receiving support in order to keep them informed about pupil needs and progress, and to secure positive family and carer involvement and support.
17. Establish good relations and work closely with other agencies who may also be involved in supporting a targeted pupil, so that the needs of the pupil concerned are met in a focused and integrated way.
18. Develop a full understanding and knowledge of the range of agencies and activities, which can provide support to vulnerable pupils.
19. To contribute to the maintenance of records and information systems (using PARS Connect & Cura software linked to SIMS) on behaviour, attendance and other related





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issues, both computerised and manual, with due regard for data protection and confidentiality.

20. To provide regular feedback to the Inclusion Manager/SENDSCO, the student, the parents, teachers and other professionals, as appropriate, regarding progress made by individuals and advise/recommend further support required to ensure that agreed goals are achieved.
21. To meet regularly with Inclusion Manager/SENDSCO to report and discuss progress and activity and to take appropriate action, as required.
22. To contribute to reports for Leadership Team and Governors, as appropriate.
23. To assist Senior Management in the recruitment and deployment of relevant Associate Staff within the school and actively contribute to their programme of induction.
24. Promote the efficient and effective transfer of pupil information at points of transition and support pupils during transition in line with policy and practice.
25. Encourage positive attitudes to pupils receiving support and a shared understanding of their needs within the school.
26. Network with Learning Mentors/staff in similar supportive roles in other schools to ensure identification and dissemination of best practice.
27. Assist in break and lunchtime supervision in the PLC, as required.
28. Support EWO with attendance, which may require driving.
29. To carry out any additional duties as required within the scope and spirit of the job purpose, title of the post and its grading.
30. To be aware of and work within the Child Protection Framework.

General:

The Postholder must carry out his or her duties with full regard to the school's Equal Opportunities Policy

Duties which include processing of any personal data must be undertaken within the corporate Data Protection Guidelines (Data Protection Act 1998)

The Postholder will be included in the school's performance management system as it is applied for all staff

The Postholder should have knowledge of and compliance with relevant school policies and procedures

The Postholder will perform any other duties and responsibilities within the range and scope of the job description and the salary grade.

