

<b>Group Member:</b>		Leeds City College	
<b>Job Title:</b>		ilearn Mentor (Apprenticeship - Level 3 Teaching Assistant)	
<b>Reports to:</b>		ilearn Lead	
<b>Job Grade</b>	L3 Apprentice	<b>Department</b>	ilearn (Independent Learning)

### ROLE SUMMARY:

As an ilearn Mentor (Apprenticeship - Level 3 Teaching Assistant), you will be supporting students in class and in a one-to-one setting. Our key priority is to develop independent skills to enhance their prospects. ilearn Mentor (Apprenticeship - Level 3 Teaching Assistant) will closely plan, differentiate, and deliver lessons to support curriculum skills needs and support overall student journey.

### SPECIFIC ROLE RESPONSIBILITIES:

1. Plan and deliver independent learning skills sessions
2. Conduct one to ones with students to support and develop independent learning skills.
3. Support students and the wider ilearn teams by working across different sites and campuses within the organisation.
4. Ability to participate in evening/weekend work as required.
5. Any other duties that are specific to the department.
6. Assistance in the preparation, support and participation of examinations and invigilation across the Group.

### CORE RESPONSIBILITIES:

#### Session Delivery & Resource Creation

1. Plan and deliver engaging workshops and support sessions (both face-to-face and online) on topics within the independent learning skills menu.
2. Create high-quality, simple-to-use learning resources, induction materials, and guides to help students learn.
3. Prepare activities and training sessions that are appropriate and relevant to learner needs.

## Student Support

1. Support students in small groups and 1-2-1s to develop their independent learning, digital, and general study skills.
2. Actively promote the development of Independent learning skills along with English and maths skills with all students.
3. Effectively manage a caseload of students, scheduling appointments via 121 and monitoring their progress using feedback forms and internal systems(ProMon, Navigate).

## Learning Spaces

1. Provide a visible, welcoming, and supportive presence in ilearn hubs, ILZs, and other college study spaces.
2. Help to maintain a positive, safe, and appropriate environment for all students to study in.
3. Support students by maintaining hub related resources including books, chromebooks and e-resources.

## GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote relational practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody the group's values:

### Kindness

*Creating communities where people can be authentic and true to themselves with support, trust and guidance from those around them*

### Ownership

*Using our robust business planning model to allow areas to have clear ownership over their vision and performance*

### Enjoyment

*Fostering environments that enable staff and students to be brave, interact and have fun*

### Collaborative

*Proactively seeking opportunities to create synergies and positive outcomes for all*

### Passion

### Creative

*Encouraging all to have aspiration and passion in everything they do.*

*Always hungry to learn and looking ahead so we can be responsive*

## Person Specification

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The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation,  
C= Certificate, MT = Micro Teach

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Q1. Good general education at Level 2 or above including English and Maths	A/C
E	Q2. Willing to work towards and complete the Level 3 Teaching Assistant Apprenticeship provided at the College.	A/C
D	Q3. Google Educator/Trainer or willingness to work towards this	A/I/C

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Experience and knowledge of supporting young people both academically and developmentally.	A/I
D	EK2. Good working knowledge and experience of supporting the use of technology to enhance learning.	A/I/T
E	EK3. Experience and knowledge in delivering and supporting young people on a 1-1 basis.	A/I

E	EK4. Knowledge and understanding of the education sector.	A/I
D	EK5. Knowledge of independent and blended learning strategies and how these can be used with learners.	A/I/T
D	EK6. Experience and knowledge of teaching/managing behaviour tools and strategies.	A/I/T
E	EK7. Experience of working within a team, in a supporting role for other service users.	A / I
E	EK8. Knowledge and experience of using social media for collaboration and learning.	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Good organisational skills and ability to prioritise work to meet deadlines, using your own initiative	I
E	SC2. Ability to effectively coordinate a large and diverse programme of work	I
E	SC3. Proven communication and negotiating skills and evidence of the ability to influence others to achieve positive and mutually beneficial outcomes	A/I
E	SC4. Creates and appreciates new ideas and perspectives, sees possibilities and challenges established practices in constructive ways, with a 'can do attitude'	I
E	SC5. Demonstrate ability to lead and motivate learners	A/I
D	SC6. Ability to gather data to monitor, review and report on impact and progress	A/I
D	SC7. Effective knowledge of the college and an appreciation of the wider educational issues	A/I
E	SC8. Takes effective action to affect the behaviour and decisions of learners	I
E	SC9. Ability to make sense of complex issues, identify and solve problems and to be responsive	A/I
E	SC10. Excellent interpersonal skills	I

Behavioural, Values and Ethos		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	B1. Support and promotion of equality, diversity and inclusion	A/I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I