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| <b>Organisation:</b>  | Luminate Education Group     |
| <b>Primary Organisation Supported</b><br><i>(only use this field for LEG service member of staff)</i> | Keighley College             |
| <b>Core Job Role:</b>   | Adult Support Mentor         |
| <b>Job Title:</b>   | Adult Support Mentor         |
| <b>Reports to:</b>  | Learning Support Coordinator |
| <b>Grade</b>  | LC4                          |
| <b>Date of compilation:</b>   | February 2020                |

### SPECIFIC ROLE RESPONSIBILITIES:

1. To be responsible for a caseload of students who have SEND needs acting as the main point of contact for the students while they are enrolled to Leeds City College.
2. To assist with transition into, through and out of Keighley College for the caseload of students who have SEND, working collaboratively with Schools, parents and other partners.
3. Working with the Learning Support Coordinator ensure all paperwork for claiming funding is prepared in timely manner and the college is compliant with all local authority/legal frameworks and college processes as required.
4. As part of the transition planning process complete emergency evacuation plans for students with SEND and provide guidance for all support and curriculum staff ensuring they understand their role and responsibility for the safe evacuation of students who have high needs in the campus/centre. Provide support to curriculum teams to complete the PEEPs for other SEND students.
5. As required by the Learning Support Coordinator attend meetings with curriculum staff to discuss support plan outcomes including access adjustments, and provide guidance on how these are to be achieved within the classroom/other setting.
6. Provide guidance for curriculum teams as required to ensure support plan outcomes are achieved and Quality First Teaching (QFT) is in place for all SEND students.

7. To improve outcomes for students with disabilities and difficulties offering expertise in the following areas: Develop expertise in a number of the areas and support colleagues within learning support and curriculum teams as required e.g.:
  - Support for blind and visually impaired students
  - Support for deaf and hearing-impaired students
  - Autistic spectrum conditions
  - Dyslexia/other specific learning difficulties/ADHD/ADD
  - Emotional /behavioural difficulties/mental health
  - Speech and Language skill development
  - The development of life skills
  - Medical support needs
8. To deliver an agreed number of hours of direct support within the classroom for students who have been assessed as having support needs.
9. Maintain accurate, precise and timely records of support provided for students who have SEND needs and progress being made or interventions needed.
10. Attend SEND team, cross-college and external meetings as required.
11. Attend continuous professional development activities as required and ensure best practice is disseminated within teams.

#### **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 restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminare Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody our Organisational Culture:

**Few rules & clear boundaries**

*The ability to be creative, within areas of focus.*

**Energy & enjoyment**

*Fostering an environment that enables our people and learners to be brave, interact and have fun.*

**Passion & ambition**

*Encouraging all to think aspirationally, inspiring others to do the same.*

**Ownership & performance**

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

**Creative & reflective**

*Always hungry to learn and looking ahead to see what is on the horizon.*

**Collaborative & responsive**

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

## Person Specification

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| <b>Job Title:</b> | Adult Support Mentor |
| <b>Department</b> | Learner Experience   |

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)<br>Desirable (D) | Criteria   | Method of assessment |
| E                              | Q1. L3 Support Practitioner qualification, or willingness to achieve this within two years of appointment, combined with substantial relevant experience of supporting students who have high needs  | A                    |
| E                              | Q2. Qualifications/Training in the following areas or willingness to achieve this within one year of appointment <ul style="list-style-type: none"> <li>• Support for blind and visually impaired students</li> <li>• Support for deaf and hearing-impaired students</li> <li>• Autistic spectrum conditions</li> <li>• Dyslexia/other specific learning difficulties/ADHD/ADD</li> <li>• Emotional /behavioural difficulties/mental health</li> <li>• Speech and Language skill development</li> <li>• The development of life skills</li> <li>• Medical support needs</li> </ul> | A                    |

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| E                                      | Q3. Level 2 maths and English qualifications  | A                               |
| E                                      | Q4. Computer literate experienced in the use of Google platforms.   | A/I                             |
| <b>Experience and Knowledge</b>        |   |                                 |
| <b>Essential (E)<br/>Desirable (D)</b> | <b>Criteria</b>   | <b>Method of<br/>assessment</b> |
| E                                      | Extensive and proven experience of working with students who have SEND in a direct specialist support role while maintaining appropriate relationships and boundaries with a commitment to the significance of the learner voice. | A /I                            |
| E                                      | Experience of working with students who have medical needs and who require access adjustments   | A/I                             |
| E                                      | Knowledge of learning difficulty /disability issues which can be barriers to learning or progression and experience of supporting students to overcome these  | A/I                             |
| E                                      | Successful and proven experience of meeting deadlines for completion of tasks such as the team performance reviews and team mandatory training activities.  | A/I                             |
| E                                      | Up to date knowledge and understanding of current Government, SEN/Disability legislation and guidance related to transition, education, health and care.  | A/I                             |
| E                                      | Up to date knowledge and understanding of quality assurance frameworks related to education such as Ofsted and the common Inspection framework.   | A/I                             |
| <b>Skills and Competencies</b>         |   |                                 |
| <b>Essential (E)<br/>Desirable (D)</b> | <b>Criteria</b>   | <b>Method of<br/>assessment</b> |

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| E                                      | SC4. Knowledge of a range of effective learning support strategies.   | A/I                         |
| E                                      | SC5. Able to carry out a role which requires movement throughout the College buildings and off-site visits with students.   | A/I                         |
| E                                      | SC6. Able and willing to push a wheelchair.   | A/I                         |
| E                                      | SC7. Able and willing to assist with personal care requirements if required   | A/I                         |
| E                                      | SC3. Able to liaise effectively with staff, parents/carers and external organisations   | A/I                         |
| E                                      | SC4. Flexibility in terms of hours as will involve some evening and weekend working.  | A/I                         |
| E                                      | SC6. Good organisational and administrative skills  | A/I                         |
| E                                      | SC7. Use of restorative practices and high level of emotional intelligence to establish and maintain positive and effective working relationships with and to advise and support others | A/I                         |
| <b>Behavioural, Values and Ethos</b>   |   |                             |
| <b>Essential (E)<br/>Desirable (D)</b> | <b>Criteria</b>   | <b>Method of assessment</b> |
| 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                           |